

SAFETY

MARCH 1957

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



THE SAFETY PATROL—NOT JUST IN
THE SCHOOL SAFETY PROGRAM
See Page 2

EDITOR'S NOTEBOOK . . .

It was a biting cold day in February, and our safety patrol boy on the cover was preparing to take up his post on a windswept corner on Chicago's heavily-trafficked Near North Side. There he would watch carefully that the scores of children who passed his way on their way home from school got across the street safely, finally walk home himself when his duties were effectively accomplished for another school day.

Alert, responsible, this boy is typical of the hundreds of thousands of safety patrols across the nation who guard the safety of our school children at busy intersections around our schools. "Sentinels of safety," Dalibor Kralovec, assistant director in charge of safety for the Philadelphia public schools, calls them in his article, "The Safety Patrol: Key Link in the School Safety Program," on page two. Mr. Kralovec, in this article reprinted from a speech he gave at the National Safety Congress, tells how school patrols can be organized to work most effectively for the welfare of both school and community, the type of child who should be chosen for the patrol, what time of the year is best for selecting and training new members, and how membership in the patrol can be one of the most sought-after positions in the school.

All of which talk about safety patrols brings us around to the general child pedestrian problem—and it is a problem in most of our towns, where children learn and practice traffic safety rules in the classroom and then seem to forget them as soon as school is out and they are released to the streets and sidewalks. Cutting down the amazing toll of child pedestrian accidents is certainly one of our most important responsibilities in safety education today, and many groups are working with the schools in educational programs designed to accomplish more retention of such traffic safety education in the young.

In the article on pages six and seven, Police Chief R. J. McIntyre of Salinas, California, tells how his department has joined with the Salinas schools in attacking the problem. Spring is just around the corner, and with it the pedestrian problem will grow greater. We recommend to your reading, "Do They Remember?" and take this opportunity to remind you that March is the time to plan your spring pedestrian programs, and the Chief's suggestions may be of help to you.

This traffic problem is as important to students of secondary school age as it is in elementary school. Back the Attack Lesson Unit No. Two, on Police Traffic Supervision, well used, should give them an insight into a vital community service that will be helpful in dramatizing the importance of active citizen interest and participation in community affairs.

We think you'll find much of value in this issue of SAFETY EDUCATION, and we hope you will read it carefully for background information and present help with your safety program. We don't want to take any more of your reading time . . . so, until next month, a wish for your continued success in teaching children the pleasures and benefits of doing things the safe way!

BEVERLY THOMPSON

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Watchy says:

FLY YOUR KITE---RIGHT!

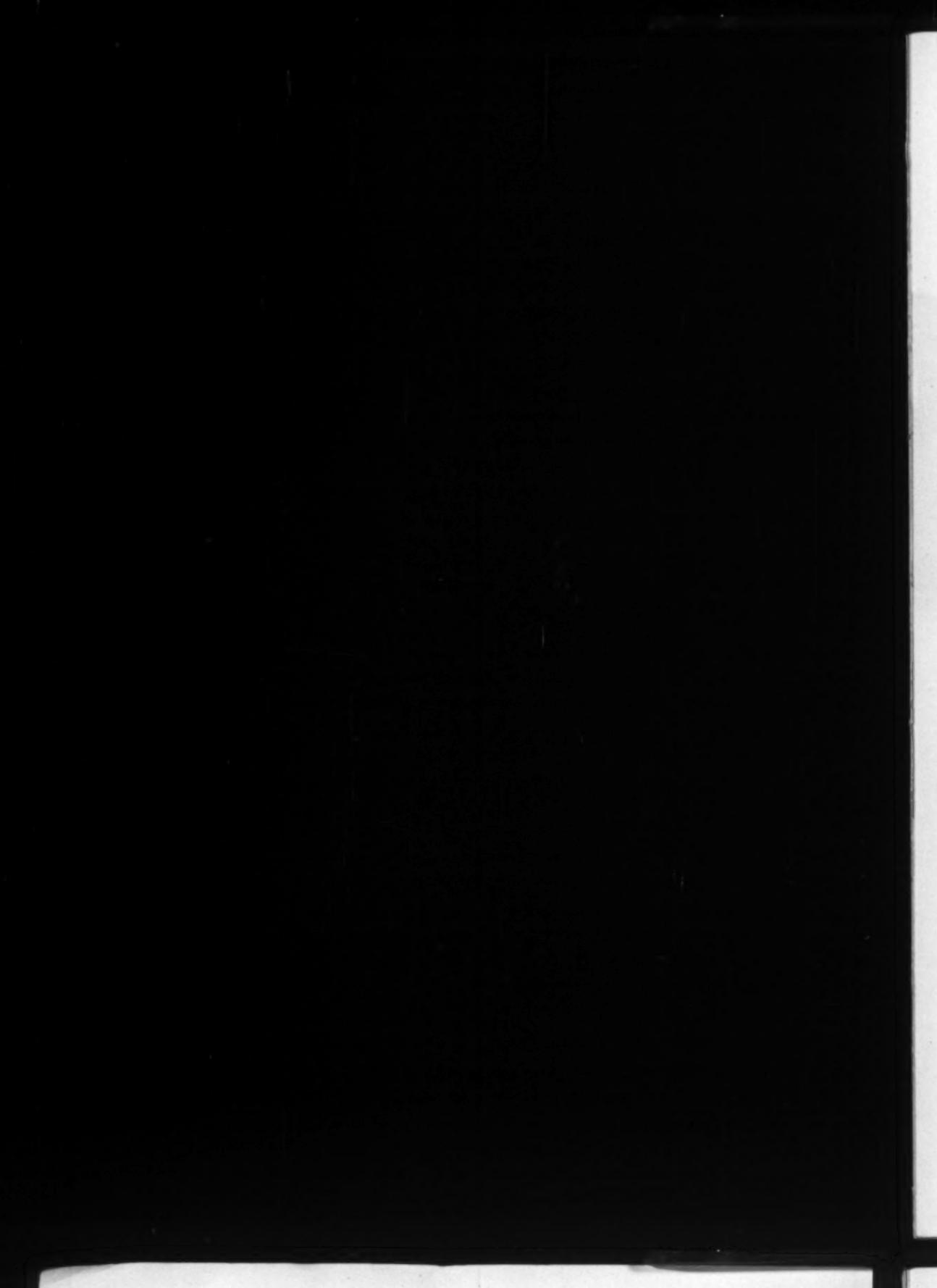


**YOU CAN
CROSS
WITHOUT
REMORSE**



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SCHOOL AND COLLEGE
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are regularly listed in "Education
Index."

SAFETY *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVI No. 7 Section One

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Cover photo by James Lehman



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FROM the classrooms of our nation's schools come the thousands of members of our school safety patrols. They represent, perhaps, the highest degree of service, leadership and cooperation of which students are capable. They play a vital role in the reduction of traffic accidents to children. They help in the smooth and efficient operation of the school program. School safety patrols, too, have been the chief dramatizers of the safety idea in the public mind. Perhaps no other form of significant safety activity is as important to principals, teachers, parents and students as is the safety patrol.

School safety patrols are used in a variety of situations. They are organized not only for traffic safety but to maintain order in corridors, locker-rooms, playgrounds, lunchrooms, buses, civil defense or fire situations. Increased student participation at all grade levels through the use of a wide variety of patrols is to be encouraged. However, the safety (traffic) patrol, by tradition, need and value, has taken a pre-eminent position in the development of the patrol concept. It is in this latter, limited sense that I speak of safety patrols here.

Safety patrol activities should be an integral part of the school's educational program and of its general safety education program. Properly conceived, they should play a significant role in the lives of pupils in classrooms, school and community, in the direction or the development of proper attitudes and practices in traffic safety with a view toward ultimate self-controlled behavior.

The use of pupil patrols, however, should not take the place of the fullest measure of educational effort toward developing inner discipline and self-control among school pupils.

The members of the outdoor traffic safety patrols may well be looked upon as *sentinels of safety*. Their very presence on the street corners, if they did nothing else—and of course they do—serves as a warning to any thoughtful motorist. They represent, too, the protective arms of the principal, teachers and parents in the conservation of child life. Most of all, safety patrol members are "teachers of safety" to other boys and girls, by virtue of their example and instruction. Few schools can afford to overlook or neglect the instructional and administrative values of a good safety patrol.

Numerous excellent reference bulletins are available which describe the detailed organization and operation of the school safety patrol.

The excellent record of the safety patrols is due in large part to splendid leadership by faculty sponsors or teachers in charge of these

By Dalibor W. Kralovec
Assistant Director in Charge of Safety
Board of Education
Philadelphia, Pennsylvania



A member of the safety patrol performs his duties responsibly and effectively at Ogden Elementary School in Chicago's traffic-heavy Near North Side.

groups. The efficient safety sponsor is one who believes in safety education and is able to impart that feeling to pupils so that they accept it as part of themselves. She must be a good disciplinarian, yet sympathetic and understanding in her dealings with the children. She must be able to establish a feeling of teamwork within the group; she must have great patience listening to petty grievances without favoring one child more than another. She must be willing to give some of her free time for weekly or bi-weekly meetings of the group and general supervision of the patrol. She must use initiative and originality in preparing and presenting assembly and other programs for the safety education of all the children in the school.

Members of the safety patrol must be carefully selected. The faculty sponsor must choose candidates whose qualifications include being:

- a good student;
- punctual and regular in attendance;
- able to command respect;
- firm but courteous;
- willing to accept responsibility;
- active, strong and alert;
- well-balanced, not easily disturbed;

Safety patrols have an important role in many school situations, says the author. He explains here how traffic patrols, particularly, can be organized and utilized most effectively for the welfare of school and community . . .

The Safety Patrol: Key Link in the School Safety Program

- willing to respect authority;
- willing to work as a team member;
- neat and clean in appearance;
- safety-minded during and after school hours;
- sincere and proud of the honor of being chosen as a safety patrol;
- a good citizen of the school.

Naturally, all these ideal qualifications are rarely found in any one individual. The sponsor must decide whether a prospective patrolman possesses enough good qualities to fit him for the work.

Organization of the patrol is important. Many faculty sponsors think it best to organize the safety patrol at the close of the term in order that safeties can go on duty on the first day of the new school term.

One highly successful method used in some schools to facilitate the transition of adequate patrol members and activities to the new school terms is the *Cadet Patrol*, consisting of selected pupils from the lower grades. Each is assigned to work with a regular patrol member who will set a good example. Successful cadet members usually become regulars for the next school term or year.

The school safety patrol will be successful only in relation to its importance in the minds of parents, teachers, the student body and patrol members themselves. Behind every example of a smooth-working, efficient patrol will be found a wide program of regular and special activities carefully planned and designed to

develop the highest possible regard for patrol work in the school and in the community.

Recognition and reward activities, and the intrinsic satisfaction of a job well done in the service of others spells real joy and happiness for the patrol member. The awarding of badges and certificates is a significant event in the life of any patrol member. Group awards such as free motion pictures, special outings and luncheons also develop unity and loyalty which make for good inter-patrol relations.

Status-producing activities might include installation ceremonies, special patrol and safety assemblies, a school safety patrol section in the school publication or in the local newspaper, a safety bulletin board, a training program for the lower grades, classroom visitations and talks, patrol meetings, committee work, surveys, accident reporting and recording, parades and numerous special offerings.

The good safety patrolman learns many things in addition to the value of safety and accident prevention. Patrol work is excellent citizenship training, teaching self-reliance and responsibility for the protection of others. It has proved as valuable in the development of good character and citizenship as it has proved effective in the saving of lives. Juvenile delinquency finds no contributor among safety patrol members.

Safety patrol selection, organization, instruction and operation which begins in the classroom spills over into the life of the school and community, making a significant contribution to the welfare and safety of all.

Teach Them The Importance of Good Vision

...in their driver education classes. (It will help reduce the needless cause of thousands of today's traffic accidents) ...



A LARGE metropolitan newspaper offered prizes for the best essays on safe driving. Winners wrote about good brakes, adequate lights, too much speed, bad judgment, driver education, etc. Not one of them mentioned good eyesight — yet, without it, safe driving would be impossible!

Something is wrong if young drivers aren't alert to the need for top-flight vision. Many student drivers have visual performance which can be hazardous on the highway unless it is corrected.

To get a driver's license, a young applicant in any one of 47 states will have to take a vision test. From that time on, with the exception of eight states which require vision tests for license renewal, it is assumed that every driver has adequate vision, or at least it is up to him to keep it that way. And even in the eight states, the vision screening is infrequent.

The classroom is the ideal time and place to plant ideas about proper care of vision. Future driving privileges and safety depend upon it!

Clear vision is a *must* for driving! This depends upon the most important single skill the eyes possess—visual acuity. Most eyes, though lenses may be needed, can see letters three-eighths of an inch high when they are 20 feet away. This is called 20/20 vision.

When vision is worse than 20/20, danger on the road increases. A driver with 20/40 visual acuity cannot read a traffic sign with five-inch letters until he comes to within 113 feet of it. Yet, traveling at 40 miles per hour, he would be 36 feet *beyond* the sign before his car could be stopped. At 60 miles per hour, he would be 253 feet past the sign before the car would be stopped!

Confident youngsters readily believe that as long as vision is not blurred, seeing is all that it should be. But when vision has blurred as badly as 20/40, a person is not always aware of it. Trusting eyesight good enough to "get by" elsewhere can be risky on a crowded highway.

Here are some of the visual skills necessary for driving:

► **Night vision:** Most fatal accidents occur at night. One reason for this is the *night blindness* of some drivers. Vision drops more rapidly than normal in low illumination, and the eyes are slow to recover from the glare of an oncoming headlight. Temporary blindness follows for a brief time.

► **Field of view:** When the eyes look at a fixed object, it is possible to see some distance to its right and left—the minimum for safety is 75 degrees of seeing area on

each side of the object being fixated. When this normal seeing area is reduced, "tunnel vision" results. This amounts to blindness except in a small region straight ahead.

- **Depth perception:** This is the ability to judge the relative distance of objects in space, an approaching vehicle, for example. Good vision with the two eyes working well together is necessary for accurate depth judgment.
- **Two eyes must see as one:** The two eyes must work together, focus and aim properly for effective seeing.

Drowsiness, road fatigue, sluggish reactions can come from vision which can't stand the pace of prolonged driving. Such things occur from many types of minor functional difficulties of vision. Nothing less than a perfect pair of eyes is good enough for the man behind the wheel of a powerful car. But it takes more than just knowing what the visual skills are for driving. It is important to know what the symptoms are when vision is not what it should be.

Left: When vision is worse than 20/20, danger on the road increases.



Winner in the Vision Conservation Institute's poster and essay contest, Diane Corwin of Redondo Beach, California, (third from right) is awarded a check by movie starlet Jane Howard. From left: Dr. Lawrence Foster, president of the Institute; Karen Sharpe, a movie starlet; Miss Corwin; Miss Howard; and Dr. Paul Barr, president, California State Board of Optometry.

Actually, a driver may be perfectly safe with less than "perfect vision." Most important is to know what one's visual limitations are, if any, and learn how to drive within them. For example, the one-eyed driver may be safe if he compensates properly, turns his head and doesn't take chances on his "blind" side.

Students should be taught the effects of alcohol, tobacco, disease and fatigue upon vital seeing skills. The margin of safety is slashed when such factors cut visual efficiency.

Even with good vision, there are rules for

using eyes on the highway for greatest safety. Safety education should certainly include these rules:

- Wear any glasses prescribed for distance seeing, even if vision is clear without them.
- Don't wear sunglasses at night.
- Never drive if eyes are tired, ache, or burn, or if you are fatigued.
- Slow down at night. Visibility is much less than you think.
- Drive within the limits of your visual capacity, whatever it is.
- Use rear-view mirrors, high seats, special lights to compensate for any individual limitations.
- Check the visibility of your car—windshields, lights, back windows, mirrors and windshield wipers.

There are many dramatic ways to illustrate seeing on the highway.

A poster and essay contest lends itself well to this. A picture can tell much of the story of safe seeing.

The Vision Conservation Institute, in cooperation with the National Safety Council and its member chapters in California, sponsors a poster and essay contest for high school students throughout California.

Prominent figures in the fields of art, driver education and newspaper publishing serve as judges. Awards are made by movie personalities.

Whatever steps the driver education teacher takes to emphasize the importance of vision to safe driving, it will give young drivers a better chance to see as they should on today's crowded highways.

**Confident youngsters believe
vision is all right if it's not blurred,
says author Alberts. But poor
vision sneaks up on drivers,
he warns, and awareness of
visual faults, regular examinations
must not be under-rated among
students learning to drive.**

**By William M. Alberts, O.D.
Director, Vision Conservation Institute
Los Angeles, California**



By R. J. McIntyre

*Chief of Police
Salinas, California*

**They learn safety
in the classroom,
but when the time comes
to apply safety rules
on the street . . .**

Do They Remember?

IT'S happened more times than we'd care to count.

The child runs out from between two parked cars chasing an errant ball—or a run-away paper—into the street. Or he backs off the curb, too busy attracting the attention of his lagging friends to see the approaching car. Or he's late for school and dashes across the street in the middle of the block, too frantic to look right and left for approaching cars.

The end result is often tragic—whatever the one careless act was that brought it about. There is a thud, a screech of brakes, and another child lies dead or dying in the street. You are fortunate if you have never seen one of these fatal child pedestrian accidents. A fatal accident involving an adult is bad, but when the victim is a child, it somehow seems worse—

Some 1,050 children between five and fourteen years of age were killed in child pedestrian-motor vehicle accidents in the United States during 1955, according to *Accident Facts*, the National Safety Council's annual compilation of accident statistics.

Worse yet, most of these children had been taught the rules of behavior in traffic. Parents

and teachers had carefully explained why they must be careful. They had practiced looking to the left and right and back again to the left before crossing the street.

Yet they were killed—and many thousands were injured (and are, every day)—because they were in too much of a hurry, or because they didn't stop to think, or because no one was around to watch them, remind them of safety rules.

Unfortunately, it is a well-known fact to every police officer that when the police car or police officer is within sight, children (and their parents, too!) obey safety rules. But, when children are alone, too often it's *out of sight—out of mind*.

The protection and safety of all children within his jurisdiction is a primary concern of the chief of police. Each metropolitan area has its own problems concerning the safety of its youth. It is the responsibility of every police department to do everything in its power to protect youth at all times.

In Salinas, we had for years been trying, with the help of the schools, to meet and conquer the child pedestrian problem. A continuing

You can teach safety rules all through school, but do your school children remember them when they're alone in a potentially hazardous situation? Many times, they don't, with tragic results. Here is how Salinas police and educators cooperated to bring remembrance value to traffic rules . . .

program of safety was conducted in each elementary school by our department. Lectures and safety films were used several times a year.

But the desired effect of the programs seemed to be limited. The children were very eager to learn safety rules—but very quick to forget! We decided something more positive must be done to remind children that they must *remember* the rules of traffic safety *wherever* they were and with *whomever* they might be at the time.

We reviewed several accident programs used by other cities, but often the same problems did not apply to our community. So we worked out our own program. In the belief that other communities may have similar problems, I'll explain our pedestrian program.

In groping for a way to make safety rules *remembered*, we had to devise something that would be attractive to the student, a program to induce the student to *want* to obey safety rules and to form *lasting* habits. The Safe Pedestrian Contest was our answer to these problems.

At the beginning of the contest, members of the Police Department visit each classroom in the elementary schools to show a film and discuss safety rules with the children. Copies of the safety rules are left with each teacher, and teachers are encouraged to discuss the rules with the students.

The rules emphasized are the following:

- Look left, then right, then left again before crossing a street.
- Make sure that a car is not turning a corner into your path.
- Watch until completely across the street.
- Do not cross in the middle of the block.
- Use the crosswalks whenever available.
- Never cross between parked cars.
- Always walk, never run when crossing the street.
- Never roller skate across streets.
- Obey all traffic signals and signs.
- Always be alert while crossing the street.

The key of the program, however, is to see that the rules are *remembered on the street*. To do this, members of the Salinas Y's Men's Club assist police officers in parking in certain unexpected places near the schools, observing

the children on their way to and from school and noting their safety habits. *Under no circumstances do they stop and talk to any student.* If they see a safety violation, a notation is made on a violation check card, which notes the date, time, place and school, and the type of violation.

These check cards are handed in each day to a designated officer of the police department. The list of violations are turned in to each school weekly.

Of course, the students themselves are thoroughly informed of the program when the policeman makes his first visit to the classroom, and they are aware that by a certain date their actions in traffic on the way to and from school are going to be observed—for the benefit of their school, for at the end of the contest, the school with the least number of violations per 1,000 students per check, is awarded an engraved trophy for having the safest student pedestrians of the year.

Violation lists handed in to the school enable school principals and teachers to see what rules are being neglected; they can then bring them to the attention of the students for continued improvement.

This pedestrian program seems to have a lasting effect on Salinas students. Since the program was first instituted in 1954, there have been noticeably fewer safety violations by elementary school children, and our accident rate involving youthful pedestrians has been lowered.

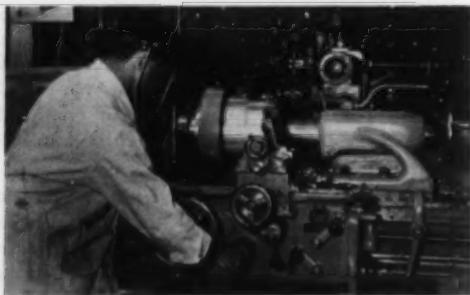
Another benefit from the contest that makes possible valuable knowledge for extra emphasis on safety rules for the teacher is finding out what safety rules are being observed, what rules need more emphasis. Educators have the necessary knowledge to bolster the weak spots in their traffic education programs.

You may see where education *plus* actual on-the-spot checking can benefit the safety program in your school. A competition does not have to be system-wide, as it has been in Salinas—it could be between grades, or between rooms in one school. Members of the P.T.A. could be used as observers. Cooperation of the police is helpful and lends prestige in the eyes of the children, but it is not absolutely essential.

You will want to get your pedestrian safety program going now—for March is here; can Spring be far behind?●

The Fourth National Campus Safety Conference, to be held with an outstanding program on May 6 to 8, is the reason why college safety engineers, educators, administrators, deans of students and other men and women with responsibilities in college safety, all are

Packing Their Bags



Professor Orville Lascoe of Purdue demonstrates the need for full face protection in high speed machining of aluminum in a student shop. The lathe is turning at 2000 rpm.

THERE'S an air of anticipation in campus safety circles these days. The men and women responsible for the prevention of accidents in our nation's colleges and universities are preparing once again to meet for their Fourth National Campus Safety Conference at Purdue University in Lafayette, Indiana.

Dates for the Conference, which can be called the high point of the year for college safety, have been set at May 6 to 8. More than 200 college safety engineers, educators, administrators, deans of students, business officers, residence hall directors, and heads and officers of campus protective services are expected to attend.

Keynote speaker at the Conference will be Dr. Herbert J. Stack, director of New York University's Center for Safety Education, who will point out the relationships of campus accident prevention to academic effectiveness, stressing the need for research and study in developing sound college safety programs.

Another nationally known speaker at the Conference will be Major General George C. Stewart (Ret.), executive vice president of the National Safety Council, who will deliver an address at the banquet, crowning event of the Conference. General Stewart will compare accident exposure found in typical institutions of higher learning to those found in business and industry, and stress the need for colleges to utilize and adapt the principles and practices of accident prevention which have been found effective in industry during recent years.

Discussions and talks on such important subjects as radiological safety and occupational health hazards in college laboratories and research areas; maintenance problems; fire prevention, alarm, evacuation and drill procedures in student dormitories and college buildings; civil defense and disaster preparedness; effective guarding of circular saws; shop safety; rifle safety programs and the effective handling of safety publicity will be highlights.

An inspection trip through the Purdue University campus will give the delegates an opportunity to see how Purdue facilities are geared to meet safety problems. This trip will include a general tour of the campus for everyone, more detailed inspection of areas of particular interest—residence halls, shops, laboratories, and public facilities—by smaller groups.

The Campus Safety Conferences, sponsored by the Campus Safety Committee of the National Safety Council, have grown from a meeting of some 30 college safety men in 1954 to last year's record total of more than 100 representatives from more than 50 colleges, univers-

By Clayton W. DeMent

**Safety Engineer
Purdue University
Lafayette, Indiana**

The Purdue Memorial Union at the center of the Purdue University campus, Lafayette, Indiana, will be the scene of the Fourth National Conference on Campus Safety.

for Purdue

sities and organizations interested in the prevention of campus accidents.

New projects and current activities of the Campus Safety Committee will be discussed at an open business meeting of the group on Wednesday morning. The meeting is scheduled as a part of the Conference.

Registration fee for the three-day meeting is \$19.50, but those who register before April 1 will be able to take advantage of a special "early bird" registration fee of \$17.50. Fees include all Conference materials, Conference luncheons on Monday and Wednesday, the Conference banquet, and a copy of the complete transactions.

Rooms for registrants have been reserved at the Union Club at the Purdue Memorial Union, where the Conference will be held.



Good hotel and motel accommodations are also available in Lafayette and West Lafayette, Indiana, for those delegates who may prefer them. Since only 125 registrants can be accommodated at the Union Club, delegates are urged to submit their reservations as early as possible by means of the form at the bottom of this page.

Anyone who has any responsibility or interest in accident and fire prevention in a college or university will find a great deal of valuable knowledge at the coming Conference. It will not only provide them with an excellent opportunity to meet and discuss mutual problems with others in the same field of endeavor, but attendance will give new inspiration for overcoming the safety problems on their own home campuses.

TEAR OFF AND MAIL THIS HANDY REGISTRATION FORM

TO: Clayton W. Dement, Safety Engineer
Purdue University
West Lafayette, Indiana

Date: _____

Please find my check (or invoice) in amount of \$_____ for (number) _____ early or _____ regular registrations to the Fourth National Conference on Campus Safety, Purdue University, May 6-8, 1957. Additional names and requests for room reservations are listed on a separate sheet. I understand you will send confirmation with complete conference information.

Name _____ Title _____

Organization _____

Mailing Address _____

Additional Guest's Name _____

Guest's Organization _____

Guest's Address _____

Please make reservations at the Purdue Union Club as follows:

Single, \$4.00-\$6.00; Double—double bed, \$6.00-\$7.00; Double—twin beds, \$9.00-\$11.00; Bedroom for 3, \$11.00-\$15.00; Suite, \$12.00-\$16.00.

Date and hour of arrival _____ Departure _____

By Beverly Thompson



Sheila Sorenson

Top: Sheila shows classmates state teen-age traffic association emblem. **Bottom picture:** Sheila interviews students in an attitude poll.



New Mexico's

When New Mexico's Sheila Sorenson became interested in teen-age traffic safety, things happened. The amazing accomplishments of this teen-ager show what can be done when responsible young citizens are fired with a wonderful idea . . .

IT TAKES a combination of courage, drive, dreams well-directed, organizing ability and plain hard work to get teen-agers organized for traffic safety. It's a rare adult who can combine all these qualities toward a desired result. But when they're all wrapped up under the pretty red hair of one young teen-ager—and used by her to change the attitudes of teen-agers throughout an entire city and state—it's quite amazing!

Such a teen-ager is Sheila Sorenson, New Mexico eighteen-year-old, lately of Highland High School in Albuquerque. To this pert young lady can be given much of the credit for the dynamic interest in traffic safety being taken by youth all over New Mexico. A founder of the New Mexico Teen-Age Traffic Association, she has helped organize high school traffic clubs all over her state. If the New Mexico traffic death rate drops during the next few years, Miss Sorenson can be given a lot of credit!

Sheila is the type of teen who, once her interest is aroused, will plunge into a project with every ounce of energy she can summon to produce a result she believes in. Well endowed with large amounts of imagination, ambition and the urge to work hard to make one's dreams come true, Sheila is an excellent example of dynamic young citizenship in action.

Her consuming interest in traffic safety was aroused in 1954, at the tender age of 15, when

Terrific Teen-Ager!

she was a student at Raton High School in Raton, New Mexico.

It began, according to Jesse T. Holmes, director of the New Mexico Traffic Safety Commission, when New Mexico was invited to take a delegation of teen-agers to a Western Regional Teen-Age Traffic Conference in Denver, Colorado.

"Sheila was one of two delegates from Raton High School, and she became so enthused as a result of this conference that she was determined to form an effective teen-age traffic safety organization in Raton," says Holmes.

Sheila herself puts it this way: "I was inspired with the work that teen-agers could do towards improving traffic safety."

When they returned home, the five youthful delegates set up a New Mexico Teen-Age Traffic Association and called a state-wide meeting for the following October. Sheila was named secretary of the group. Then she began work in her own school.

It wasn't long before students at Raton heard about traffic safety from Sheila. An assembly program was held at which Sheila explained her plans for teen-agers to back traffic safety. So interested and enthusiastic was Sheila that her excitement spread throughout the entire student body until they all agreed to give their ready support and assistance towards a teen-age organization devoted to traffic safety. The organization was to include everyone in school who wanted to join, and its members were soon busy drawing posters, scheduling traffic safety movies and speaking up for safety wherever they went.

S-D Day that year, according to Sheila, "offered a real challenge to us teen-agers. With the cooperation of the police, we established roadblocks on Central Avenue and passed out pamphlets to motorists. At school, we planted a badly wrecked car in the middle of the patio with bulletin board displays around it. The pictures of one of the state's worst auto accidents did much to 'bring home' the importance of traffic safety. A city map was made to indicate where accidents had taken place in the city.

"Our halls were literally covered with posters, slogans, etc. In the gym and at each end of



Highland High School Safety Council organizer Sheila Sorenson acts as chairman of the first elections held by the council.

the halls were banners, saying, 'Stop Murder by Motor.' Our student body was *safety conscious!*

"On the morning of the Day itself, the Chief of Police, Mr. Paul Shaver, addressed the students over our public address system, and we had had a special assembly which Jesse Holmes addressed.

"We were gratified," Sheila continues, "to see that not one New Mexico teen-ager was involved in an accident during the 24-hour period."

But there was work to do on the state level, too, for the newborn teen-age traffic association had been formed with the purpose of fostering local teen-age traffic clubs which would carry out projects in their own communities. Sheila and a cohort who had also attended the Denver conference, Beth Gregory, traveled all over the state to work with schools, helping them get traffic clubs organized, speaking before civic groups. Sheila, as an officer in the Northwestern District Student Council, even swung that group to whole-hearted support of teen-age traffic associations, a support that was very valuable.

In January, 1955, in the middle of her junior year, Sheila moved with her family to Albuquerque, and she enrolled at Highland High School, New Mexico's largest secondary school. After the first few days of classes and getting

(Continued on next page)

New Mexico's Terrific Teen-Ager!

(Continued from preceding page)

acquainted, Sheila began to look around for some teen-age sign of interest in traffic safety. There was none.

"Due to its size and the lack of an 'organizer,' Albuquerque had been one of the least cooperative areas in organizing teen-age traffic groups," Sheila recalls. "This presented a challenge to me, even though I was a new student in the midst of 2,300 fellow students."

She presented the idea of a teen-age traffic organization to the Student Council at Highland so enthusiastically and winningly that permission was given to call a meeting of representatives from each home room to explore further the possibility of forming such an organization.

Sheila invited Jesse Holmes to address this group, give prestige to her proposed Teen-Age Safety Committee. The idea was accepted unanimously, and it wasn't long before the entire student body went for the project too, especially after a student assembly in which Officer Caleb Jolly, in charge of Albuquerque's Police Traffic School, State Patrolman Dwight Marable and Joe Merkel, Highland's driver education teacher, gave talks stressing the importance of teen-age interest in traffic safety.

A safety council was formed. Membership consisted of one person elected from each home room, and meetings were held once a week. Before too long, the new organization made itself felt throughout the whole school. School loudspeakers were spewing forth lively, thought-provoking slôgans, such as:

"It takes over a thousand nuts to hold an automobile together. But only one to spread it all over the landscape. Please drive carefully!"

"The Highland Safety Council asks you to drive carefully when going to and from the game tonight. Remember that reckless driving can cost you your license. It's a long walk, brother!"

Skits were produced, films shown once a week, limerick and poster contests sponsored. Traffic safety became one of the most popular subjects in school.

Sheila, however, was not content to sit back and watch her plans mushroom into one of the biggest programs in the school.

"Our next step," she reports methodically, "was to carry the movement to the other two high schools in Albuquerque. We now have

6,000 high school students in the traffic safety movement here, and some junior high schools are beginning to form similar organizations."

In fact, Sheila's sister is president of her junior high group!

The schools' traffic safety efforts were noted officially by the North Albuquerque Lions Club, when members decided to offer a trophy to the high school that did the most for traffic safety during the year. Student drivers from the winning school will display identifying decals on their cars.

Besides her activities at Highland High School, Sheila found time to serve as an officer and member of committees of the rapidly growing state teen-age traffic association for two years. Hundreds of students, representing almost every high school in New Mexico, now meet at the annual conference of the group that Sheila did so much to organize.

"All of the hopes and dreams we had when we first started the group are now beginning to see reality!" says Sheila. Three schools in Albuquerque served as hosts to the past state conference. Sheila adds jubilantly, "Quite a change from the indifferent, almost hostile attitude shown when the idea was brought here!"

Though Sheila must be one of the most active "planners" of the nation's teen-agers, two events happened to her last year which she couldn't have planned. She was given New Mexico's "Most Valuable Student" award by the Elks Foundation, with a scholarship of \$400—and she received a special award citation from the National Safety Council.

"Sheila has done more than any other single person in this state to promote an effective traffic safety program," says Jesse Holmes. "She stays with a single project until its objective has been accomplished. She does not admit defeat."

"Sheila's personal and home life is as unselfish and devoted as her public work," according to W. G. Tate, principal of Highland High School.

Sheila was graduated from Highland High School last June and immediately stepped into a full-time position with the New Mexico Traffic Commission, working on teen-age safety.

And last fall she entered Brigham Young University, in Provo, Utah. College traffic safety programs throughout the nation are sorely needed. And you can be sure that there will be a traffic safety project at Brigham Young University, if there isn't one already. Sheila is a girl with a deep sense of moral responsibility—plus the will to work!●

Does Your Community Back the Attack



Against Traffic Accidents?

An Experiment in Education for Democratic Community Living

Unit No. 2

Police Traffic Supervision

(Questions Based on Section Five of the *Annual Inventory of Traffic Safety Activities*)

THESE questions are to be used to help the student learn about police traffic supervision in his own community. They are not test questions.

Sources of Information: Sources of information will differ from community to community. Your own police department is a logical source, but, as the police are very busy, it is recommended that you have your questions well organized and be sure that only one group from the school contacts the department. The above advice applies to other community agencies as well.

Other possible sources of information are your school and community libraries, your local safety organization and the news columns of your local newspaper. If your community cooperates with the *Annual Inventory of Traffic Safety Activities*, your community inventory representative will have much helpful information. Learn as much as you can through reading before asking questions.

1. How many different police agencies supervise traffic in your community? (For example, in some communities,

(Continued on next page)

This unit is planned to be used in connection with Unit Number One, which appeared in the February issue of SAFETY EDUCATION and is a general introduction to all units. If you do not have a copy of Unit One, a request on school letterhead enclosing a stamped, self-addressed envelope, will bring you a reprint. Address the request to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.

Back the Attack Lesson Unit No. 2

Prepared by Dr. Vivian Weedon, Ph.D., Curriculum Consultant, School and College Division, National Safety Council, Chicago, Illinois.



Does Your Community Back the Attack on Traffic Accidents?

there may be an express-way, toll road, or other special highway which is supervised by state police rather than local police.)

2. Is your community a city, town, village or unincorporated area?

The following questions are for cities with populations of 10,000 or more. If you live in an unincorporated area or in a place smaller than 10,000, try to rewrite the questions to suit your own situation. If you develop a satisfactory list of questions, the National Safety Council would be very happy to have you send them in. They may be helpful to boys and girls in other areas.

Each community, of course, is part of a state. After you have studied your own community, you might like to see if you can find answers to the questions below, or similar ones, referring to state police traffic supervision. All states in the union participate in the *Annual Inventory of Traffic Safety Activities*. See if you can secure from your state authorities a copy of the recommendations for your state.

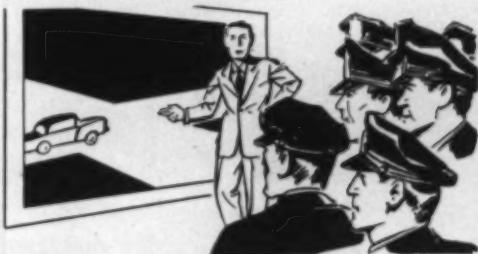
Police Department Personnel

3. What is the name of your chief of police? How long has he been chief of police?
4. What were the names of the two men who were police chiefs before him? How long did each hold the position of chief of police? Why did each leave?
5. Is one of your policemen assigned specific charge of traffic for your community? What is his name? What is his rank?
6. Why is it important to know the names of the men in these positions? Why is it important to traffic safety to know the other information called for in the preceding questions?
7. How many uniformed police officers worked full time on traffic last year? Are plain clothes officers ever assigned to traffic duty? How much time is spent on traffic by other police department employees, such as school crossing guards? What activities of other police department employees are for traffic control?
8. Did personnel from any department, other than police, work on traffic or parking control in your community? If so, find out in what department, division or bureau they worked and how much time they spent on traffic.
9. If your community cooperates in the *Annual Inventory of Traffic Safety Activities*, find out what recommendations for the most recent year were made about the time spent on traffic safety

by your policeman. If the *Inventory* recommended more policemen for traffic, were such policemen employed? If not, can you find out why? What duties besides traffic safety does your police force perform?

Training of Police

10. How does a person get to be a policeman, policewoman or crossing guard in your com-



munity? Is it necessary to take tests before being employed? If so, what tests? Is it necessary to go to special schools to learn how to be a traffic policeman?

11. Does your police department have special classes in traffic control which new and veteran police are required to attend? Traffic control includes such subjects as accident investigation, traffic law, law of arrest, patrol method, rules of evidence, testimony and court conduct. It does not include such subjects as firearms, first aid, criminal law and so forth.

12. Does your police department employ school crossing guards? If so, what special instruction do these guards receive?

Police Department Working Conditions

13. Are personnel performance records kept for the policemen? Are these records used to grant pay increases to the policemen? Are they used for selecting men to be promoted to better jobs?

14. What is the beginning salary of a police patrolman? What is the maximum salary for a police patrolman? How long does it take to reach the highest salary? How do the salaries of the policemen compare with those of other workers in your community? What is the basis for promotion in your police department?

15. Does your police force have a pension system? (Sum of money paid after retirement). How does this pension system compare with those of the businesses in your community?

16. How many hours weekly do your policemen work? How does the number of hours

worked compare with the number of hours worked by other workers in your community? Do your policemen have paid vacations? If so, how many weeks? How does this compare with employees in other businesses?

17. If you are interested in traffic safety, why is it important to know how much your policemen are paid in comparison with salaries other workers in your community are paid? What might be the effect on traffic safety if police are paid much less than other workers? If they were paid much more?

Earning a living is an important reason for working. Can you think of other reasons for working? Would you like to be a traffic policeman or policewoman in your community? Why or why not?

18. Who directs the uniformed policemen when they are on traffic duty? Did this person, or persons, go to school to learn how to direct traffic policemen? If so, what school? What subjects did he (or they) study? How long did the course last?

Your Police Department

19. Did the police department in your community participate in the National Police Fleet Contest? If so, was its record better or poorer than the average, which was 2.80 accidents per 100,000 miles driven in police duty?

(This figure applies to police departments in cities of over 10,000 population. If your police department is not enrolled in this contest, and if it owns five or more vehicles, you might tell a responsible officer in your police department that he can get information about this contest from the Traffic Division of the International Association of Chiefs of Police, 1704 Judson Ave., Evanston, Illinois, or the Motor Transportation Division of the National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois. It costs nothing to enroll.) What might be the advantages to traffic safety to have your police department enrolled?

20. Does your police force have a written traffic policy? If so, does this policy cover accident investigation? Tolerance and warning policy? Public relations? Patrol method? Point (a particular location) traffic control procedure? What are the advantages of a written traffic policy? Can you think of any disadvantages?

21. How much mobile equipment does your police department have for traffic supervision, such as automobiles, two-wheel motorcycles, three-wheel motorcycles, motor scooters, ambulances? Does your police department have any other type of equipment? If so, what?

22. Are these vehicles equipped with radios? Find out what type of radios are on each piece of equipment: three-way FM, two-way FM or AM, one-way FM or AM? How might a radio help a policeman to prevent a traffic accident?

23. Find out, if possible, what recommendations in regard to equipment were made in the *Annual Inventory of Traffic Safety Activities*? Were these recommendations adopted? If not, why not?

Enforcement

24. Find out what steps the police department is taking to make its enforcement "selective." (To make enforcement "selective," the police need to know what violations are causing accidents, where most accidents are occurring and at what time most accidents are happening. With this information, the department can make the best use of its available manpower. You will study more about this in the unit on *Accident Records*.) Is a spot map of accidents maintained in the police department?

25. How many traffic accidents were reported to your police department this year? How many of these did the police investigate at the scene of the accident? How many of these accidents resulted in the arrest of one or more persons? How many persons were arrested in these accident cases? How many of these persons were found guilty?

26. How many known hit-and-run accidents have happened in your community? (A driver must (a) stop; (b) give aid to the injured, if any; and (c) give his name to the police or other driver. A driver who fails to do any one of these acts is a hit-and-run driver.)

How many of these accidents were solved—that is, in how many did the police find out who was driving the car at the time of the accident? Of the hit-and-run cases which were solved, how many of the drivers were arrested? How many of those drivers arrested were found to be guilty?

27. How many written warnings were issued for (1) unsafe behavior by pedestrians; (2) all other hazardous traffic law violations; (3) overtime parking and other non-hazardous parking violations; (4) driver license violations?

28. How many "tickets" (arrests, citations, notices to appear) were given for the above violations, and for driving under the influence of alcohol? How many of the arrests in the categories listed in Questions 26 and 27 resulted in convictions with penalty?

29. Does the police department in your com-

(Continued on next page)

Does Your Community Back the Attack?

(Continued from preceding page)

munity maintain a driver record file? Does this file contain information about accidents? Traffic arrests? Traffic convictions? Written warnings? Driver license suspensions or revocations? What else does it contain? How might this file make traffic safer in your community? Was the information in this file made available to the court in trial of traffic cases?

30. How many drivers in accidents had been drinking? Does your police department give a chemical test to find out if the driver has been drinking? If so what types of chemical tests are used? How many chemical tests of all types have been given? Does a driver have the right to refuse to take one? Can such a refusal be used as testimony in court? What concentration of alcohol must a test show for the driver to be prosecuted for driving while intoxicated?

31. How many arrests were made for driving while intoxicated? How many of these arrests resulted in conviction with penalty?

Community Support of the Police

32. How much of the tax dollar in your community goes to pay for operation of the police department? What other services does your tax dollar pay for? How much of the taxes paid by the citizens of your community go to your local government? To your state government? To the federal government? What services do you get from the state and federal government in regard to police traffic supervision?

33. If your community is cooperating in the *Annual Inventory of Traffic Safety Activities*, find out what recommendations were made for your community under the section *Police Traffic Supervision*. Is there anything which you, as an individual, can do to help get these recommendations adopted? Is there anything that

you, with the help of other students, can do to help get these recommendations adopted?

Is there anything which the adult members of your community could do to help get these recommendations adopted? Have you, as a citizen, any responsibility for seeing that these recommendations are adopted?

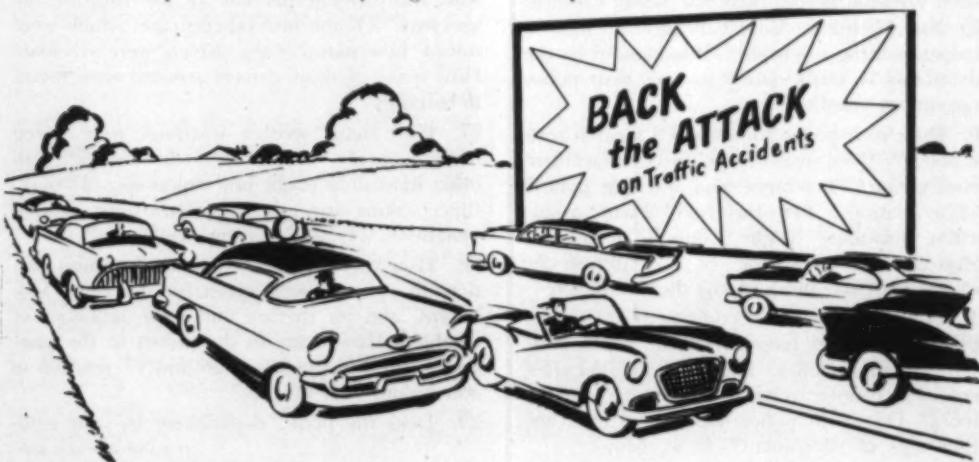
34. If your community is not cooperating in the *Annual Inventory of Traffic Safety Activities*, try to answer the above questions in the light of the recommendations which were made for one community and are given below:

Recommendations:

1. That three officers be added to the force.
2. That policy governing traffic operations be in writing.
3. That the low Conviction Rate* for Accident Arrests be examined and effort made to improve it toward the recommended 95.
4. That the low clearance (solution) and arrest rates in hit-and-run cases be examined as to cause and improved.
5. That effort be directed toward making enforcement more selective in all respects, including the provision for adequate direction for officers in the field, periodic performance checks to see how well enforcement has been fitted to the accident problem.
6. That the Traffic Conviction Rate in hazardous violation arrests be improved.
7. That pedestrians be held accountable for dangerous acts, just as motorists are, by arrest and conviction for traffic law violations.

*The Conviction Rate is the ratio of arrests to convictions. For example, if, out of 100 drivers arrested, 95 were convicted, the conviction rate is 95.

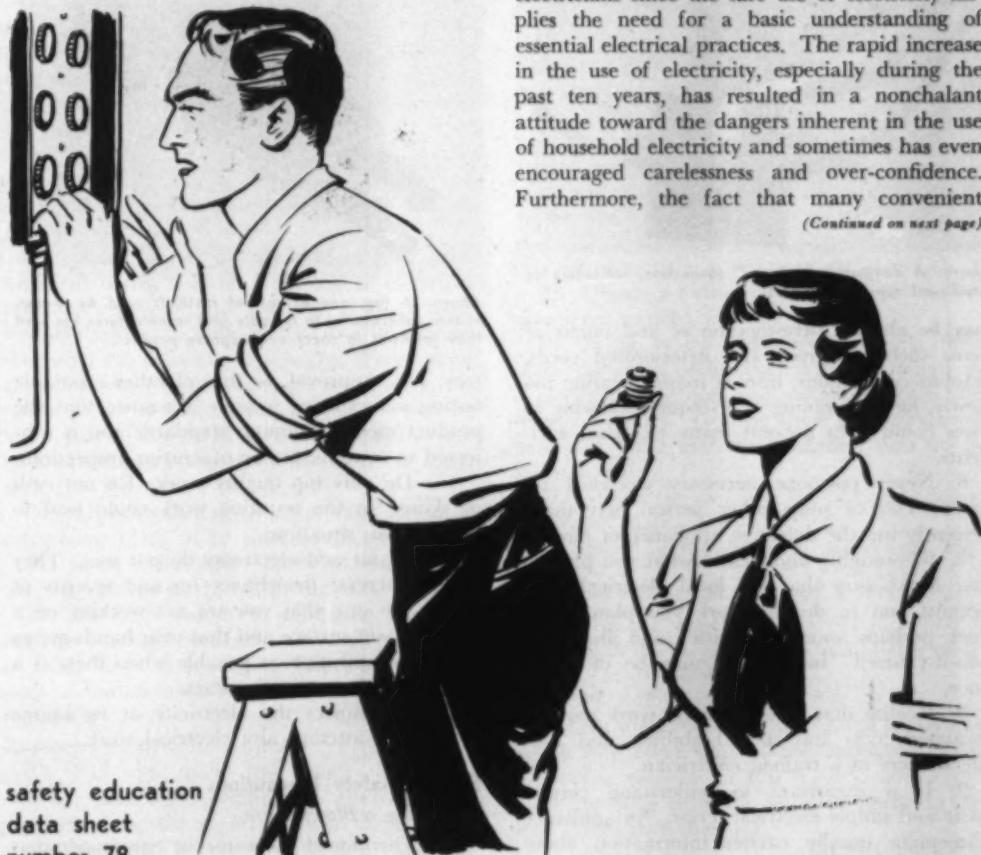
Unit Three, *Traffic Ordinances*, will appear in the April issue of SAFETY EDUCATION.





NATIONAL SAFETY COUNCIL
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Safety for Amateur Electricians



safety education
data sheet
number 78

Statistics

1. Statistics concerning accidents that happen to amateur electricians are particularly difficult to obtain. This is true because the amateur electrician—a householder who has some knowledge of and an inclination to do household repairs—usually does electrical work in the privacy of the home, under little supervision, if any, and without any compulsion to report minor accidents. Usually only those accidents of major proportions—fatal shock, severe burns and fire damage to property—reach newspapers, insurance companies and other agencies which would make the gathering of statistics possible and feasible. The frequency of such reports of serious injury or death, while not large, indicates that a hazardous situation exists and that it could be helped by improved safety measures.

The Problem

2. In a broad and realistic sense, all consumers of electricity may be considered amateur electricians since the safe use of electricity implies the need for a basic understanding of essential electrical practices. The rapid increase in the use of electricity, especially during the past ten years, has resulted in a nonchalant attitude toward the dangers inherent in the use of household electricity and sometimes has even encouraged carelessness and over-confidence. Furthermore, the fact that many convenient

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Safety for Amateur Electricians

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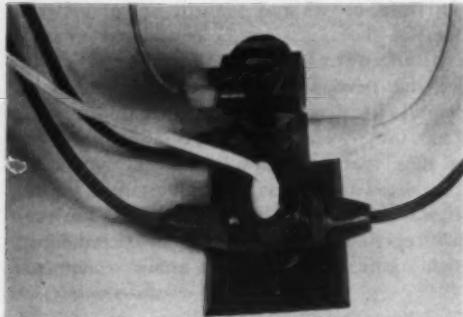
sources—dime stores, grocery, drug and department stores—attractively display and sell many electrical repair and construction items suggests that the householder is capable of doing a considerable portion of this type of work.

3. The principle dangers of amateur electrical work are (1) personal injury in the form of shock and/or burns, and (2) fire damage to appliances and surrounding materials.

General Safety Precautions

4. All household electricity, if not properly used, may be potentially dangerous. Under certain conditions, it is capable of electrocuting and can very easily cause shock and/or burns.

5. A preventive measure is generally considered better and safer than a repair measure. Be alert and watch continuously for evidence that electrical trouble and, therefore, danger



Above: A dangerous "octopus" connection, indicating an insufficient number of outlets.

may be ahead. Investigation of and repair of items such as frayed and deteriorated cords, octopus connections, iron or toaster heating too slowly, lights dimming and frequent blowing of fuses could help prevent many electrical accidents.

6. Never postpone necessary electrical repairs. You or some other person may inadvertently use the defective appliance or circuit.

7. Thoroughly understand what you plan to do. Make sure that the local electrical code permits you to do the work you plan. If it does, perhaps some well-written and illustrated "do-it-yourself" instructions may be of assistance.

8. Realize that some electrical work requires insulated tools and special abilities and thus the services of a trained electrician.

9. It is important to understand certain basic and simple electrical terms. An appliance nameplate usually carries information about

voltage, amperage and wattage—three common and universal terms, the understanding of which will make you a safer and more efficient consumer of electricity.

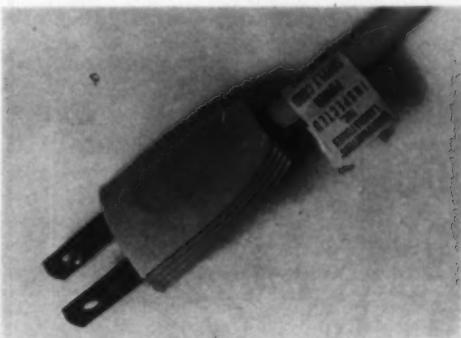
► **Voltage** is electrical pressure; there are usually 115-120 volts in the household circuit.

► **Amperage** is the amount of electricity flowing—usually limited by a fuse to a total of 15 amperes (sometimes 20 amperes in an appliance circuit) in each household circuit.

► **Wattage** is the mathematical product of the two previously mentioned terms—voltage times amperage.

Thus, the information stamped on a nameplate, etched on a light bulb, indicated on a fuse and displayed in other ways should prove helpful, meaningful and valuable.

10. Use quality, adequate and approved materials in your work. Underwriters' Labora-



Above: A tag, one of several methods used by Underwriters Laboratories to indicate that manufacturer has used their facilities to check and approve product.

tory, Inc., approval, or that of other reputable testing laboratories, is your assurance that the product meets minimum standards and is subjected to continuous manufacturing inspections.

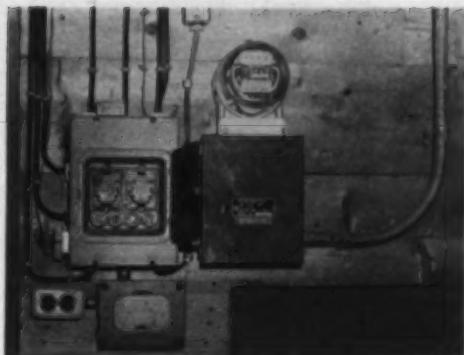
11. Do only top quality work. Do not rush or skimp, as the resulting work could lead to a hazardous situation.

12. Water and electricity do not mix. They greatly increase the chance for and severity of shock. Be sure that you are not working on a damp or wet surface and that your hands are as free of perspiration as possible when there is a possibility of electrical contact.

13. Disconnect the electricity at its source before you attempt any electrical work.

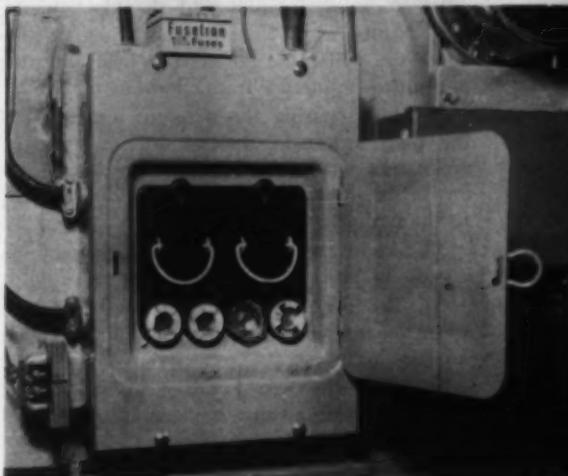
Specific Safety Precautions*Replacing a Blown Fuse*

14. Disconnect the cause or equipment that



Left: A representative home "electrical center" showing the combination service entrance switch and fuses, the kilowatt hour meter, meter connection box and other equipment. Notice convenient box of spare fuses.

Below: A view of the service entrance switch which contains two main cartridge fuses; two additional cartridge fuses for a range, water, heater, other heavy load.



is shorting or overloading the circuit and causing the fuse to blow. Remember, fuses do not deteriorate and only blow for a reason.

15. Pull the main fuse block (or main switch), thus disconnecting the electricity.

16. Remove the blown fuse. Note its amperage rating and replace it with a reputable testing laboratory-approved fuse of the same (if correct) value. Usually 15 amperes is correct for most household circuits, with the possible exception that appliance circuits may be wired for 20 amperes. If you are not certain of the correct value, use a 15 ampere fuse until you can call an electrician or the power company. They will determine correct amperage by noting the wire size.

17. Replace the main fuse block or close the main switch.

18. Remedy or repair the load that caused the fuse to blow.

19. Many homes, especially older ones, lack sufficient wiring for the multitude of electrical appliances now on the market. If fuses blow frequently it is an indication of overloading or shorting from defective equipment. *Never, even as a temporary expediency, place a penny, tin foil, or other metallic object behind the fuse or use a fuse of too large a rating.* Much of the natural temptation to do this could be eliminated by installing fuse adaptors.

20. Always maintain a supply of fuses in a convenient place to be used in an emergency.

21. Have a flashlight handy so that a fuse may be replaced safely if it should blow at night.

22. In some instances, automatic overload switches—circuit breakers—are used in place of fuses. It is then only necessary to press or snap a button after the short or overload is remedied.

Replacing a Defective Switch

23. Pull the main fuse block (or main switch), thus disconnecting the electricity. If you are doing the repair work at night or in a dark location, it may be most convenient to

remove only the fuse in that circuit. By doing this, electricity for a light source would be available from other circuits.

24. Remove the switch plate and the defective switch. Determine the type of switch by noting the number of terminals. If it has more than two terminals—a three- or four-way switch—be sure you remember where each wire goes. Code them with tags if necessary before you disconnect the wires from the terminals.

25. Obtain a testing laboratory-approved replacement switch.

26. If the switch has screw terminals, then place the wires under the correct terminals in a clockwise direction and securely tighten the terminal screws. Be sure there is no exposed bare wire—and that the insulation runs up to the terminal.

27. Mount the switch in the box and replace the switch plate.

28. Turn on the electrical source and test.

Replacing a Defective Electrical Outlet

29. Use the same procedure as replacing a switch with the exception that an outlet is used.

Repairing Appliances—The Cord

30. An appliance cord very often wears out before any other part of the appliance. One preventive measure in this regard: *always remove the plug from an outlet by grasping the plug rather than the cord.*

(Continued on next page)

Safety for Amateur Electricians

(Continued from preceding page)

31. If the entire cord needs replacement, it is important to use an adequate size of stranded wire with proper insulation. Most heating appliances—irons, toasters, and the like—should have asbestos as part of their insulation. Inadequate size will cause the cord to heat and also prevent the appliance from operating efficiently.

32. In preparing the wire for attaching to the plug terminals, remove only a sufficient amount of insulation, being careful not to cut any of the individual wire strands. Each carries its share of electricity.

33. Twist the wire strands into a cable as an aid in preventing loose strands.

34. Remove much of the possible future strain on the wire strands by snubbing the wire around the prongs.

35. Place the twisted ends of the wires under the screw terminals in a *clockwise* direction and securely tighten them.

36. Inspect and remedy if any loose strands are evident, since single strands may short, become red hot and set fire to combustible materials before the fuse blows. Do not cut off the loose strands but rather re-twist the wires.

37. The appliance end of the cord, or the socket end of an extension cord, should have some provision for anchoring the wire to prevent strains at the terminals. The usual procedure is to tie an Underwriters' Knot (non-slipping), leaving some slack between it and its anchor, and the terminals.

38. In replacing or fabricating the socket end of an extension cord or trouble light, the socket must be made of an insulating material rather than one with a brass shell. In the case of the socket portion of a floor or table lamp, be sure there is an insulating liner inside the brass cap and shell.

Repairing Appliances—Miscellaneous

39. Use factory-approved replacement parts. Substitution may remove some of the efficiency and safety factors originally designed into the product.

40. When you finish the repair, the information on the nameplate should still apply. For example, do not shorten heating elements and thus increase the amperage and consequently the wattage the appliance will consume.

41. Some electrical appliances have sealed units, especially refrigerators, and can be damaged easily if they are improperly serviced.



Top: Always place wire in a clockwise direction under the terminal. Notice that no excess insulation has been removed and that it will extend right up to the terminal.

Below: A partially repaired plug on an appliance cord. To help prevent possible strain on the wire strands where they are fastened to the terminal, notice how the connected wire is "snubbed" around the prong.

Additional House Wiring

42. The safe installation of additional wiring requires considerable knowledge of house construction and ability as a carpenter. Before cutting, drilling or nailing, be sure that you will not injure existing utilities or weaken the building's structure. By noting exposed construction in the basement and attic, by locating nail heads, or by other methods it should be possible to plan the route for running the electrical circuit.

43. Plan to do all of the installation according to the National Electrical Code (also local codes, if there are any) and use materials that have been approved by the Underwriters' Laboratories, Inc., or other reputable testing laboratories.

44. Pull the main fuse block (or main switch) before you do any electrical work.

45. Do not splice the cable between boxes but, rather, use one continuous length.

46. Anchor the cable securely with approved clamps where it enters the boxes. On wiring of this type, the cable does not have to be anchored to the structure when it is concealed.

47. Mount the boxes securely. Shallow outlet boxes (less than one and one-half inch deep) are available, and their use if permitted if deeper boxes would damage the structure of the building.

48. Make all splices in boxes mechanically secure with a rat tail splice.

49. Solder and tape (rubber and friction) all splices. If soldering is impossible, use approved solderless connectors.

50. Never insert a switch in the neutral or grounded wire. This wire should remain electrically continuous from the source to the appliance.

51. Remember, number 14 wire can safely carry a maximum of 15 amperes, number 12 wire can safely carry a maximum of 20 amperes.

Miscellaneous Safety Precautions

52. An extension cord, especially if used as a trouble light around an automobile, should have a protective metal guard.

53. Fixtures made of porcelain or other non-metallic material should be used in damp locations—the basement and bath room. If they are of the pull-chain type, an insulating link in the pull cord should be used.

54. Do not have any electrical equipment where it can be reached by a person in the bathtub.

55. Radio and television repairs usually involve very high voltages and thus should only be undertaken by qualified persons. The aerial should be protected from lightning by grounding the mast and by using an approved lightning arrester on the lead-in.

55. Christmas tree lights and other electrical ornaments constitute a rather unique hazard. Their period of use is short and infrequent, and this is often the excuse for using defective equipment. Also, the tree is very combustible, and, once set on fire, very difficult to extinguish. Inspect the electrical items you intend to use well in advance of the time you plan to decorate the tree. Replace and/or repair damaged items—broken sockets, frayed cords and defective plugs.

57. Remember that there is usually more than one outlet on any one electrical circuit. This is an important item when calculating electrical load.

58. Most portable tools—sanders, drills, saws—are provided with a separate ground wire built in the line cord. Sometimes this wire is

"pigtailed" out of the plug, at other times this same wire is attached to the ground prong of a three-prong plug. Since these tools are commonly used under hazardous electrical conditions (damp floors, grounded objects or with perspiring hands), it is extremely important to use the ground wire and ground all tools.

a. Connect the "pigtailed" wire to the metal outlet box, or splice a wire to it and fasten the other end to a water pipe or other grounded structure. The equipment having a three-prong plug needs only to be inserted into the matching receptacle for its ground. Cords, switches, ground wires and other electrical parts must be kept in *constant* electrical repair.

59. Be sure the electricity is turned off before you attempt to remove a broken light bulb. As an added safety precaution, do not touch the exposed filament.

Safety with Automotive Electricity

60. A finger ring or metal wrist watch band can prove dangerous when working near the auto battery. Even though the voltage is comparatively low, the current can be very high and thus cause a severe burn.



Above: Electric fixtures that are used in basement, bathroom and other possibly damp locations should be fabricated from porcelain or other non-metallic materials.

61. The acid in a storage battery is capable of causing damage to skin and clothing. Never check the water level with a match as the gas given off during charging is very combustible.

62. Remember that the voltage at the coil and spark plugs is very high and can cause severe shock.

63. Do not attempt to oil, adjust or repair the generator while it is running. You may be caught in the fan belt or other moving parts.

64. The regulator requires specialized instruments for servicing. Improper adjustment can cause damage to other electrical components in the automobile.

Electrical Safety for Women in the Home

65. Since the lady of the house has an intimate association with household electricity through cleaning, cooking and other activities, she is likely to be first to notice symptoms of

(Continued on next page)

Safety for Amateur Electricians

(Continued from preceding page)

electrical trouble. She should call them to the attention of the amateur electrician, if there is one—otherwise, an electrician—for immediate consideration.

66. Remember that electricity and water do not mix. Never submerge the electrical portion of an appliance for cleaning. Unplug the appliance and wipe with a cloth, damp only if absolutely necessary.

67. Do not over-oil the motor on your mixer, vacuum cleaner or other electrical appliances. Too much oil causes dust to accumulate and prevents proper cooling. Some appliances have permanently oiled bearings and require no additional lubrication.

68. Study thoroughly and save for future reference all instructional manuals furnished with your electrical appliances.

69. Do not overload electrical circuits with appliances. The nameplate on your appliance tells the amount of current it needs to operate. Most household circuits can safely carry a total maximum of 15 or 20 amperes.

70. Do not run appliance cords under rugs or across areas where there is a possibility they may be stepped on or tripped over.

71. Remember that your local power company is anxious to help you obtain maximum safety, efficiency and satisfaction from your appliances. If you have difficulty, call them for suggestions.

72. Watch children so that they do not put

any objects—bobby pins, hair pins, safety pins—into outlets. A severe burn and/or shock can result before the fuse blows. Outlets are available which have covers or other devices that prevent this possible hazard.

73. Always grasp the plug, not the cord, when disconnecting an appliance.

Electrical First Aid

74. It is universally important that house-holders understand elementary first aid procedures. In dealing with electricity, however, there is an additional danger in that the victim may have to be removed from the electrical contact. Immediate action is very important and if the electricity can be turned off at its source, that should be done; otherwise, use a dry, rolled newspaper, a broom or mop with a wooden handle, a dry wooden stick, or a dry rope to pull or push the victim free. Then continue with established first aid procedures.

Sources

75. *National Electrical Code*. Chicago, Ill.: National Board of Fire Underwriters.

76. *The ABC's of Electricity and Its Hazards*. Safety Reprint 59. Chicago, Ill.: National Safety Council.

77. *Wiring Simplified*. H. P. Richter. Chicago, Ill.: Park Publishing Co. 1940.

78. *Grounding of Portable Equipment*. Chicago, Ill.: International Association of Electrical Inspectors.

This data sheet prepared by Professor Ira H. Johnson, Head of the Industrial Arts Department, Mankato State Teachers College, Mankato, Minnesota.

Safety Education Data Sheets available are:

(1) Bicycles	(29) Play Areas	(56) Welding and Cutting Safely
(2) Matches	(30) Winter Driving	(57) Safety in the Auto Shop
(3) Firearms, Rev.	(31) Night Driving	(58) Winter Walking
(4) Toys and Play Equipment	(32) Winter Sports	(59) Safety in the High School
(5) Falls	(33) Traffic Control Devices	Chemistry Laboratory
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(26) Domestic Animals	(54) Summer Jobs: laborers, home yard, service-stations	
(27) Swimming	(55) Motor Vehicle SPEED	
(28) Small Craft		

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Views AND REVIEWS

• • • SAFETY TEACHING AIDS

New Pamphlet

Discipline for Today's Children and Youth, by George V. Sheviakov and Fritz Redl, New Revision by Sybile K. Richardson, Association for Supervision and Curriculum Development, NEA, Washington, D. C., 1956, 64 pp., price \$1.00.

AN EXCELLENT revision of an excellent pamphlet, this work has particular meaning for those interested in the relationship of safety and discipline and in the various pupil participation devices of safety education.

The pamphlet begins by giving three meanings of the word *discipline*, as: "The degree of order we have established in a group," "the trick by which we have established order," and as a "euphemism for punishment." The latter meaning is not used in this pamphlet.

The pamphlet is written simply but does not suffer from oversimplification. In two parts, the first part deals with the philosophical aspects of discipline, while the second goes into discipline in classroom practice.

Much of the application to safety the reader will have to make for himself, although in several places safety is directly involved.

One of these is quoted because it answers so clearly the eternal question of safety-minded persons everywhere, namely, what do you do when the discipline needs of a child are in direct conflict with the child's own safety or the safety of others?

The teacher, in this instance, is depicted as taking the children on a trip which involves a boat ride. With the removal of usual behavioral inhibitions, most of the children are reasonably noisy and mischievous, but Bob, who has little self-control, becomes wild and unmanageable, threatening to upset the boat.

If there is real danger involved, there is no doubt that the teacher has to act. Even though she does not believe in physical punishment and is not angry at Bob, she will restrict him from upsetting the boat, even if she has to hold him, or have the other youngsters keep him in line. This works to the extent that Bob does not upset the boat. However, we know that the emergency technique we had to apply is very bad and must have ill effects on Bob and the other children.

Moral: we could not avoid doing what we did, and, given the same circumstances, we

(Continued on page 40)

A simple, practical approach to the solution of a growing modern problem—

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**A. E. "Joe" FLORIO
GEORGE R. STAFFORD**

—University of Illinois—

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September, 1956 issue—

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Part One

1. The Need for Safety Education
2. Psychological Considerations
3. Planning the School Safety Program
4. Methods of Teaching Safety
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| 7. Pedestrian Safety | 11. Farm Safety |
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| 10. Home Safety | 14. Safety in Physical Education |

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The Copernicus student safety court meets in session.

A Student Court in Re-Inforcing

DO student courts accomplish good safety education? We think they do.

The challenging question, "Are Student Courts Really Worthwhile?" heading Charles A French's article in the November, 1956, issue of *SAFETY EDUCATION* really set the students and teachers of Copernicus Junior High School, Hamtramck, Michigan, thinking.

We re-examined our student court according to the points suggested, and we still believe we can answer, "Yes, it is worthwhile!"

The Copernicus Student Safety Court was originally started as part of a safety education project sponsored by the *Detroit Free Press* in 1947. The ten students who served as temporary judges then felt that the court was so worthwhile they wanted to see it permanently established and to include other phases of school life within its jurisdiction in addition to safety.

Before such an organization was set up, however, the ten students and their sponsor spent a great deal of time, read and studied the pros and cons of such courts. They found two often-mentioned causes for the failures in the arguments against student courts were:

- the student court often becomes merely a punitive instrument, and
- the student court often fails because of lack of support.

In spite of all the controversial evidence offered, the original group believed that it could plan an organization that would be effective.

Our student court is now in its ninth year, and it has been a success because of the co-operation of the students themselves, the teachers, the local courts, the police department, and—most important of all—the parents.

The Copernicus Student Court has earned its right to be considered, along with the Student Council and the Safety Commission, an important branch of the student government.

Because some students, like many adults, look upon any court as a purely punitive institution and are not aware of the excellent corrective measures the court personnel make towards the prevention of law-breaking and the rehabilitation of the individual appearing before the court, it was necessary to educate the children regarding the true functions of a court.

The two local judges of the city's municipal court were most helpful in this project. Student

The sponsor of the student safety court at Copernicus Junior High School in Hamtramck, Michigan, takes issue with Charles French's November article, "Are Student Courts Really Worthwhile?", tells how the safety court at Copernicus has accomplished its purpose in ten years of operation. . . .

By Juanita Charlson
Girls' Counselor
Copernicus Junior High School
Hamtramck, Michigan

Works Education

court members visited and observed trials, and the judges explained court procedures and the legal rights of the individual. The two municipal judges also aided the social science teachers in the classrooms.

The Hamtramck police traffic safety education officer made the contacts with the judges and helped the court members get organized.

The procedures of our student safety court have been made as objective as possible. The purposes, procedures, areas of jurisdiction, the laws and penalties are printed in the school handbook which is studied in the home rooms. The student judge, carefully screened and trained by veteran student judges before he can become an active member, has only to judge whether or not the law was broken.

Let us take an actual case that has come up before the Student Court.

Johnny, a seventh grader, has received a violation ticket for riding two on a bicycle down Caniff Avenue after school. This street is a main thoroughfare in an industrial area, upon which 113,453 cars have been clocked in a single 24-hour period.

This is a second offense for Johnny. The

first time he got off with a warning from the safety commission sponsor.

In order to understand the situation, let us look at what went on beforehand to acquaint Johnny and his fellow-students, all potential automobile drivers, with the problems of traffic and its dangers, and his rights and responsibilities as a bicycle owner and operator.

The school's safety commission plans and directs all safety education projects and activities. Every branch of school life contributes something to these over-all projects. In this particular instance, the Hamtramck police traffic safety education officer secured copies of the city and state bicycle laws for the school safety commission, which in turn had the office clerical staff mimeograph a copy for each child.

These laws were studied and discussed in the social science classes. Math classes made statistical charts and graphs, the art classes designed posters. Lessons in English classes were centered around the safety topic and included a letter home to the parents. Auditorium programs with the safety commission members, its sponsor, and the police officer were staged. Written bicycle tests were taken in the school. The police department, aided by parents from the community, checked the condition of bicycles and gave each bicycle owner an obstacle test on the school playground.

Johnny passed his written and obstacle tests with high scores.

Yes, Johnny knows the rules. He has a bicycle license, and his bicycle is in good condition, but there is something wrong with Johnny's attitude. He has failed to see that with his right to ride a bicycle goes the responsibility of obeying the traffic laws. In spite of all the positive programs planned by the commission, he has failed to see the part he plays in living and working with others. The student court is ready and willing to help.

(Continued on page 40)

Juanita Charlson





to correct a potentially hazardous traffic situation at North Avondale School ...

We Went “On Location”

By Mrs. Robert Grayman
Chairman, P.T.A. Film Project
North Avondale School
Cincinnati, Ohio

IN THE interest of safety, our school went Hollywood last year!

Such words as *script*, *scenario*, *light meters*, *exposures*, and *schedule*, were commonplace when parents, children, teachers and principal got together to produce a safety film meant to attack a specific safety problem that was rapidly becoming a real menace to our school children.

The film, *You, Too!*, was an attempt to portray visually for parents and children some of the traffic hazards that were occurring near the school, and what should be done about them.

Our problem was one of parents disregarding the “No Stopping, No Parking Anytime,” signs near the school. Cars were parked blocking the crosswalk, they were parked double, and, generally, careless driving and parking in the area was endangering the lives of the children on their way to and from school.

Production of the film called for pooling the resources of many people. The P.T.A. financed the cost, which amounted to about 50 dollars. A shooting script was prepared by a mother with some writing experience and reviewed by faculty representatives.

The photographer, another mother in the school, was well versed in the use of the family

camera. Although the principal of the school was busy at her many administrative duties, she devoted many hours to coordinating the film production, as well as its subsequent use.

Teachers, particularly in the primary grades, planned their usual safety lessons to coincide with the filming schedule. Other parents worked diligently in the preparation of publicity for the parents' meeting, where the film was premiered.

Cast credits must be given to: children, teachers, safety patrols, adult safety guards, parents and their cars, and to the motorcycle patrolman who appeared in the film.

Some of the scenes depicted in the movie were:

- A serious kindergartener, pointing out to her classmates the red, yellow and green traffic lights. Other kindergartners enacted the appropriate actions for each light.
- A scene in the second grade showing more advanced safety instruction, including a lesson paper lettered by a child.
- Teacher supervision on the playground to insure safe play. A baseball game illustrated organized games as a means of safe play.



Left: Children at North Avondale School demonstrate some of the safety teaching aids they use in their classes for P.T.A. members while making the film, "You, Too!"

- ▶ Patrol boys helping children cross streets at busy intersections.
- ▶ Actual scenes of drivers parking in the wrong places, double parking, etc. These were not staged, but were real traffic situations. There was no attempt to identify violators, but only to show the hazard.
- ▶ The film suggested remedies, urged parents to park in designated areas, and pointed to the moral that constant surveillance by a policeman is not the answer to obeying safety rules.
- ▶ A closing scene showing a plea by a small child, telling parents that "You, too, must obey the rules."

The premiere of the film was held at a parents' meeting, with about 500 parents present. After the showing, a town meeting-type discussion dealt with specifics of the school situation. The discussion was conducted by the director of the Greater Cincinnati Safety Council, and among those who attended and took great interest in the film and the problems depicted were the mayor of Cincinnati, the chief of police, the public utilities director and others associated with safety. They willingly answered questions put to them by the parents.

Later, parents were each given a small package of crayons and a mimeographed map of the area. As in a classroom lesson, they were instructed to color the various parking areas.

The next day at school, all the children were shown the film. As was to be expected, the values derived varied with the grade level. The principal, with the aid of a large black-

board, asked the children to have parents meet them in designated areas.

This film is being used as a continuous educational tool. As mothers of entering kindergarteners, or those new in the school area, appear to register their children, they are shown the film and urged to start their driving habits to North Avondale School properly.

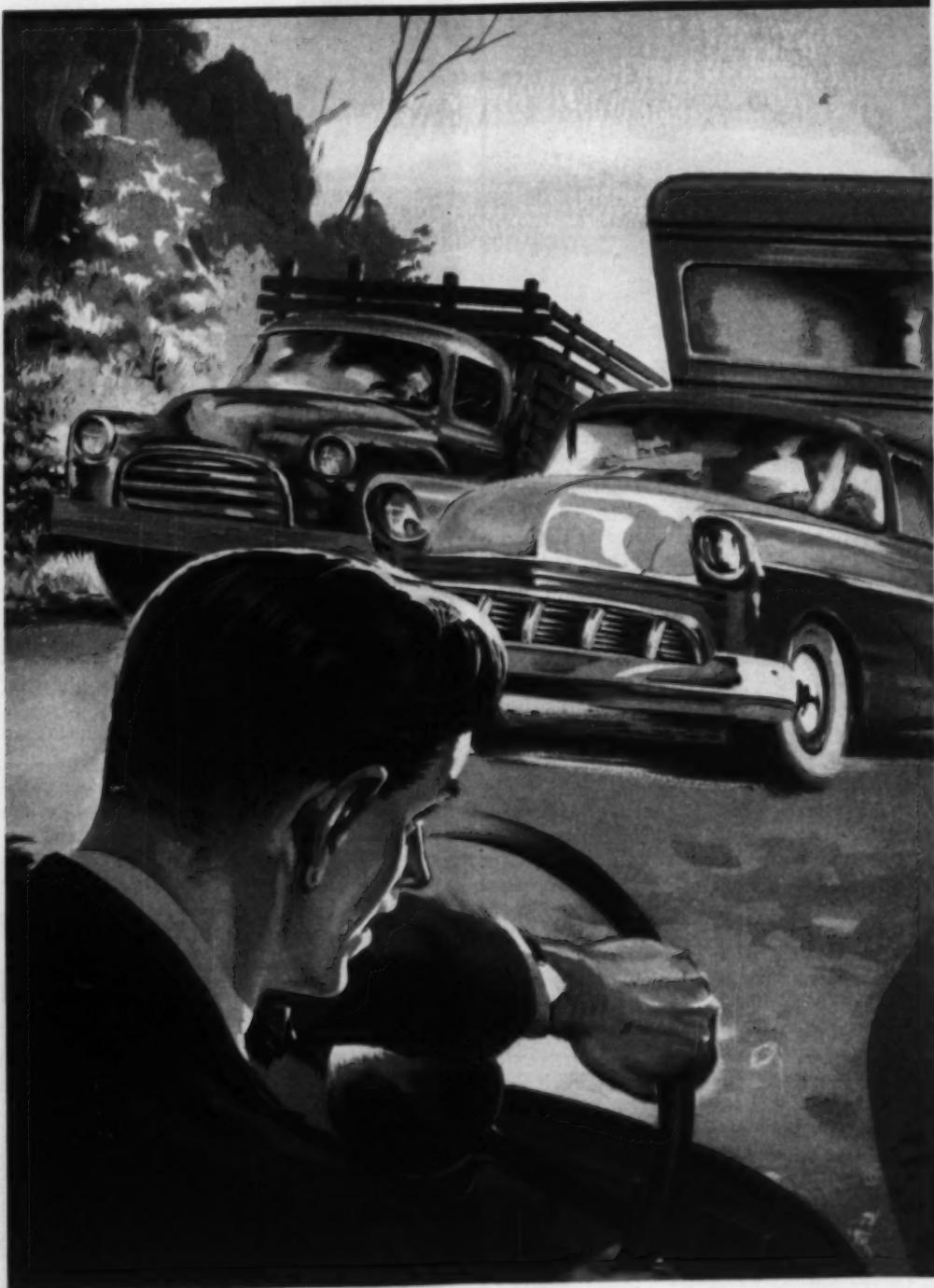
Next spring, the film will be used to instruct program chairmen of other schools in Cincinnati in the preparation of their own films. At present, the film is out on loan to a school P.T.A. in New York State, where members are planning a production of their own.

Although *You, Too!* has not solved our traffic problem completely, we are sure that enough showings, enough additional visual material and a constant campaign for safety near the school will eventually clear up a hazardous traffic situation. •

HAVE YOU INITIATED SPECIAL PROJECTS . . . at your school, in order to attack a specific safety problem? If you have, please write and tell us about it. Educators all over the nation have shown an intense interest in the ideas of their colleagues for special safety programs, and programs of particular interest will secure a place in SAFETY EDUCATION.

Write The Editor, SAFETY EDUCATION Magazine, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

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The Lunatic wept



ABRAHAM SIMMONS couldn't feel the frost that lined his cage, or taste the swill they fed him, or chafe at his iron chains—so his keepers said. He was a madman.

Then when his visitor, little Miss Dix, spoke softly to him, why did he weep?

Dorothea Lynde Dix knew why. And her knowledge kept her fighting all her life to

get the mentally ill away from pits and cages, whips and chains, and into hospitals.

In nearly 40 years, she paused only once—to render heroic service as superintendent of nurses in the Civil War. Then again she began investigating, writing, fund-raising, politicking, until this frail ex-school teacher had pushed a whole country into one of the finest reforms in its history: the sane treatment of the insane.

Dorothea Dix was fortunate in having one powerful ally: the American people. For as history will show, Americans are seldom self-satisfied; they long to do right. That urge has helped them build a strong, stable nation in a troubled world—and it has helped make their country's Savings Bonds a rock-ribbed assurance of security.

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Safe as America—U. S. Savings Bonds

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MARCH 1957

Lower Elementary

safety lesson

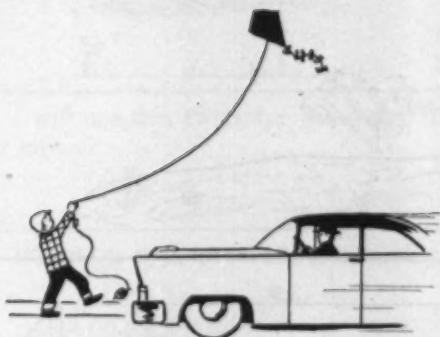
Kite Safety



Sketch S-0873-A

Color the two pictures that are the safest. Tell what is wrong with the other two.

1.



2.



3.



4.



Answers: Pictures Three and Four are the safest. Picture One shows boy backing off of curb into path of oncoming car. Picture Two shows boy flying kite over high tension wires. This could be fatal if wire were used for string, which should never happen.



Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

Electric Storms

In each of the two pictures below, mark X on the spot that would be the safest while there is lightning.

1.



2.



Answers: 1. The car is the safer spot because of the insulation. 2. The couch against the inside wall is safer because it is not in a draft. Lightning follows wind currents.



Sketch S-0873-A

MARCH 1957

Upper Elementary



safety lesson

Kite Safety

Tell which pictures are correct and what is wrong with those which are not correct.

1. This is a good place to fly a kite.



2. I will use this twine for the string of my kite.



3. It's fun to fly a kite while it is raining.



4. This umbrella will make a good kite frame.



5. I wear gloves when I fly a large kite.



6. This tinsel will make my kite look pretty.



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Circle the numbers of the sentences that are true.

1. A safe place to fly a kite is on a level, open space where the wind has a chance to level off and blow steadily.

2. A fine radio wire makes a good kite string.

3. A kite should be flown in dry weather because electricity will follow along a wet cord.

4. Metal umbrella stays make a good frame for a strong kite.

5. Use reels and wear gloves when flying large kites. This prevents burns if string runs through your hands too fast.

6. Tinsel cord is a good kite string. It makes the kite look pretty.

Have you circled all the correct sentences? Answers are below.

Answers to pictures: 1. Incorrect. Kites should never be flown in or around high tension wires. 2. Correct. 3. Incorrect. A wet cord is a conductor of electricity. Wet shoes and ground enable a charge to be grounded quickly. 4. Incorrect. Metal should not be used on kites. 5. Correct. Gloves prevent a burn from the kite string if pull is too great. 6. Incorrect. Tinsel is a conductor of electricity.

Answers to sentences: Sentences 1, 2 and 5 are true. The rest are false. Explanation for 2: Any wire is a conductor of electricity. Explanation for 4: Metal is a conductor of electricity. Explanation for 6: Tinsel is also a good conductor of electricity.

Electric Storms

What you should do and how you should act if there is an electric storm.

Underscore the correct word or words.

1. Lightning (always, usually) strikes an isolated object on high ground.
2. Lightning (always, does not always) strike the highest object in the area.
3. Lightning takes the path of the (least, most) resistance.
4. If an electric storm starts while you are on the farm, the (barn, house) would be the safest place.
5. Isolated buildings, such as barns or sheds (do, do not) present a considerable lightning hazard.
6. When an electric storm approaches, it is best to (go out of doors, remain inside).
7. You should (keep away from, remain close to) fireplaces and open doors during an electric storm.
8. If an electric storm starts while you are waiting for a bus, the safest place for you to go would be (inside a building, under a tree.)

(Answers below)

Choosing the Safest Place

1. Which of the following buildings would be the safest choice for shelter in an electric storm? Give reasons for your choice.
 - a. () Small, unprotected buildings.
 - b. () Large unprotected buildings.
2. If you must remain outdoors, why would you keep away from
 - a. wire fences
 - b. isolated trees
 - c. hilltops and wide open spaces.
3. If you must remain outdoors, you should seek shelter, if it is available. In which order would you choose the following places of shelter?
 - a. A grove of trees, but away from the tree trunks.
 - b. An automobile.
 - c. In a meadow, near a tall tree.

Safety Education Data Sheet Number 33, Safe Conduct in Electrical Storms.
8. Inside a building. Choosing the safest place: 1, b; 3, a, b, c. Teacher: Reference should be made to
Answers: 1. Usually; 2. Does not always; 3. Least; 4. House; 5. Do; 6. Remain inside; 7. Keep away;

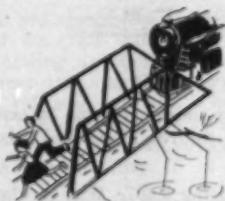
Junior High School

SAFETY LESSON**Railroad Safety****Just One Life?**

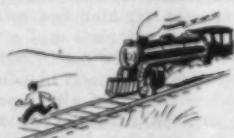
The boy in the poster picture didn't play it safe. His violation of safety rules may cause many deaths and injuries. No, there may not be other people in his car, but the train passengers are in danger when there is a wreck at the crossing. The train may jump the tracks and crash. Too often we think only in terms of the driver who was hit. A foolish driver is endangering hundreds of lives when he tries to beat the train to the crossing. Grade crossings are important, but there are other phases of railroad safety that are important too. Let's look into them.

Are You a "Trespasser?"

I. Fishing, hunting and swimming are good sports—but dangerous ones when done on railroad property and bridges. Many times boys and girls have been fishing or taking short cuts on railroad bridges only to find themselves trapped when the train came along. They were either hit by the train or had to jump from the bridge. Most bridges span streams that are deep and fast moving so that even a good swimmer might go down, or so shallow that the water won't break your fall—only rocks and ground.

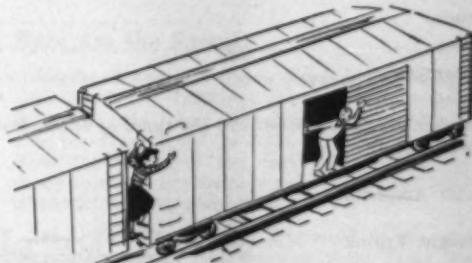


II. Many a short cut across railroad property has ended in a short cut to the hospital. Trains travel fast and have the right of way. The engineers don't expect to see people stepping out in front of their trains at odd places. Usually there is not enough time or distance to stop the train from hitting the trespasser. Also, an emergency stop may cause death or injury to passengers or trainmen.



Sketch S-0874-A

III. Climbing into standing freight trains or walking between them is a dangerous practice. Since the materials around the tracks must be durable and hard, a fall from a freight car or



from between cars will likely result in injury. Also, the train may start up, and anyone on or between cars could be thrown down and crushed.

Are You Guilty?

"Railroad trespassing" is walking on the railroad right-of-way, tampering with railroad equipment, riding without permission, or ignoring safety devices. The most common specific violations are:

- a. Taking short cuts across tracks at undesignated places.
- b. Hitching rides on trains.
- c. Tampering with railroad switches and signals.
- d. Damaging insulators and signal lights.
- e. Walking on tracks.
- f. Using railroad trestles and bridges.
- g. Climbing in and around freight cars.
- h. Ignoring lowered crossing gates by crawling under or around them.
- i. Throwing stones at trains.
- j. Putting track spikes on rails.

Don't Be A Trespasser—It Doesn't Pay!

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago II, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.



Check Your Math

Problem 1. Listed below are some statistics concerning highway-railroad intersection accidents for 1955. Fill in the figures for the "per cent of total" column.

Kind of Accident	All Accidents		During Daylight		During Darkness	
	Cases	Per Cent of Total	Cases	Per Cent of Total	Cases	Per Cent of Total
All accidents	3,607	100	2,014	100	1,593	100
Locomotive hit motor vehicle.....	2,333	—	1,539	—	794	—
Motor vehicle hit locomotive.....	725	—	366	—	359	—
Motor vehicle hit other part of train...	549	—	109	—	440	—

Problem 2. Shown below are the kinds of motor vehicles involved in highway-railroad intersection accidents. Fill in the per cent column.

	Deaths	Injuries
Total Accidents	1,398	100%
Passenger Cars	1,066	—
Trucks	311	—
Buses	12	—
Motorcycles	9	—

Problem 3. Shown below are the types of trains involved in the accidents. Find the figures for the per cent column.

Total Accidents	3,607	100%
Freight Trains	2,086	—
Passenger Trains	926	—
Yard or Work Trains.....	595	—

Analyze the Figures

In any mathematics problem, the "answer" is worthless unless you can interpret it. Figures are just symbols unless you can give them meaning. Check the figures above and answer the following questions in the spaces provided.

A. In problem one, "All Accidents" are shown as being 3,607. Why do the "total accident" figures in problem two (deaths and injuries) equal 5,226 instead of 3,607?

Because _____

B. In problem two, why, despite the fact that each bus carries up to 60 passengers, are there fewer deaths and injuries reported than for trucks and passenger cars?

Because _____

C. In problem one, figures indicate that quite a few motor vehicles hit the train. What per cent of the total cars hit the train? _____

Why do cars hit trains? Because _____

Answers: Problem One: "All Accidents" column—64.7%; 20.1%; 15.2%. "During Daylight" column—76.4%; 18.2%; 54%. "During Darkness" column—64.7%; 22.2%; 9%. "Injuries" column—19.9%; 22.5%; 27.6%. Problem Two: "Deaths" column—76.8%; 25.7%; 16.5%. "During Daylight" column—19.9%; 22.5%; 27.6%; 1.7%; 16.6%; 5%. "Injuries" column—76.4%; 25.3%; 16.5%. "During Darkness" column—19.9%; 22.5%; 27.6%; 1.7%; 16.6%; 5%. Problem Three: "Deaths" column—76.8%; 25.7%; 16.5%. "During Daylight" column—19.9%; 22.5%; 27.6%; 1.7%; 16.6%; 5%. "Injuries" column—76.4%; 25.3%; 16.5%. "During Darkness" column—19.9%; 22.5%; 27.6%; 1.7%; 16.6%; 5%.

Analyze the Figures: A—Problem One pertains to accidents, whereas Problem Two pertains to deaths and injuries. There may be several passengers to one car accident. B—There are fewer buses, and bus drivers are very serious about heading the "race of death," have faulty brakes, and many other reasons that come as a result of carelessness.



Sketch S-0874-A

Senior High School

SAFETY LESSON

Railroad Safety

Cross Without Remorse!

At an Illinois highway-railway intersection stands the following sign:

"The average time it takes for a train to pass this crossing is 14 seconds—whether your car is on it or not."

The foregoing is not a high-handed statement, but a sound warning. There are nearly 230,000 highway-railroad intersections in the United States. If you multiply that number by the number of trains using the intersection daily, the resulting figure will run into the millions.

It is impossible for the train engineer to stop the thousands of tons of his train quickly, nor can he swerve to avoid hitting anything on the tracks. The engineer cannot afford to slow down appreciably or come to a full stop every time he crosses an intersection. If he did, train schedules would be unreliable and millions of people would suffer because of this unreliability.

Railroads are unique in that they have to purchase and pay taxes on any property that they use. The land is theirs—it does not belong to the public. The railroads allow the public to use their land at certain designated places. They supply all kinds of safety and warning devices to protect the public.

The boy in the poster picture is now a statistic. He ignored all safety rules and paid the penalty. He gambled his life on a less than three-to-one chance. Any gamble is risky, but when statistics reveal the severity of railroad crossing accidents, the odds against him are really high. In motor vehicle accidents, one person is killed for every 35 injured. But in highway-rail accidents, the ratio is less than three injured to one killed. You are really gambling your life if you ignore safety precautions when you cross a railroad intersection.

Here Are the Facts!

Deaths in railroad grade crossing accidents in 1955 numbered 1,533—an 11 per cent increase from the 1954 total. Non-fatal injuries also increased—from 3,352 in 1954 to 3,927 in 1955. Nine out of ten of the deaths and injuries in grade crossing accidents resulted from collisions of motor vehicles and trains.

Do you think, perhaps, that most of the accidents occurred in bad weather when there was poor visibility—or that the car and train were traveling at a high rate of speed—or that the grade crossing had no warning devices? You are wrong! Here are the facts.

Four out of ten accidents occurred at grade crossings protected by gates, lights, bells, watchmen, or a combination of these methods of protection.

Six out of ten accidents involved trains that were traveling less than 30 miles per hour, or were not even moving. Approximately half of the motor vehicles were traveling at this speed or less.

More than half of the trains were freight trains, one out of four were passenger trains, and one out of six were yard or work trains.

Fifty-six out of 100 accidents occurred in daylight, 44 out of 100 at night.

Fog, rain, snow, sleet, or hail were involved in only about one out of ten accidents.

Obviously, the main factor in accidents is—*You!* The one factor that cannot be controlled by automobile safety devices is the human being—supposedly the most intelligent animal on earth.

What Can You Do About This Problem?

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

Do You Know Your Psychology?

When you face a problem that involves human behavior, you must analyze the "whys" more clearly than when you face a problem of a mechanical nature. You must look for the *psychological* reasons in human behavior. Listed below are some statements about railroad accident problems. List at least two adjectives that would describe such a person, and then list the possible reasons for the behavior involved.

1. According to a study conducted by the Baltimore and Ohio R. R., the average motorist involved in a grade crossing accident lived within 20 miles of the intersection where the accident occurred.

Adjectives _____
Psychological Reasons _____

2. Some accidents occur when boys dare each other to climb the poles beside the railroad tracks, or to place coins on the tracks to see them flattened, or to shoot at condensers and lights on top of the railroad poles.

Adjectives _____
Psychological Reasons _____

3. There are students who think it smart to try to beat a train to a crossing. Despite protests from fellow passengers, they gamble with lives.

Adjectives _____
Psychological Reasons _____

4. When a crossing gate is down, some students duck under it or go around it.

Adjectives _____

Psychological Reasons _____



5. Throwing stones or shooting sling shots at passing trains is a dangerous practice, yet some students do this.

Adjectives _____
Psychological Reasons _____

6. Despite "No Trespassing" signs, some students insist on climbing fences that guard railroad property.

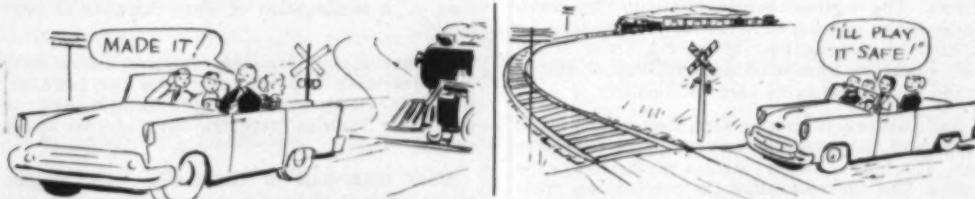
Adjectives _____
Psychological Reasons _____

Answers: *Psychology Test:* Descriptive adjectives for all six actions could be: *thoughtless, selfish, egotistical, senseless, foolish, show-off, etc.* Psychological reasons could be: *we are not alert to routine things, desire for recognition, need for status, compensation for lack of ability in acceptable areas of behavior, insecurity, etc.*

Discuss Your Answers

Appoint a committee to go over your answers. List all the *different* descriptive adjectives on the board. Are they complimentary? Would you like to have those adjectives applied to you?

Discuss the psychological reasons for behavior. Why do people act in unacceptable ways? Are they really daring heroes? Or are they trying to cover up a lack of ability?



Caption: Which one do you respect and admire?

Assembly Project

Plan an assembly program to emphasize safety. A good "interest-catcher" is to begin by keeping your stage curtains down. Have an unseen announcer describe the situation as follows:

Narrator: "We request your complete attention and silence for what is about to take place. You will hear, but not see. Close your eyes and listen carefully."

Sound of automobile and voices chatting gaily about picnic they are going to attend. This should last long enough to get over the idea. *First voice:* "Look—isn't that a railroad crossing?" *Second voice:* "Yes—and the signals are flashing!" *Third voice:* "Tom—you'd better stop." *Tom:* "Naw. We're late now for the picnic. I can beat the train." *Fourth voice:* "Tom, please don't try."

Signal bell clanging, train whistle blowing, train rumble, car motor, all increasing in sound until extremely loud. Voices yelling, "Stop the car!" "Watch out!" "Oh, Tom!" etc. Bring all this up to fever pitch—and then cut off everything at once. *DO NOT* attempt to simulate the crash.

Let dead silence prevail for five seconds. Draw the curtain to reveal narrator who states, "And that is an accident about to happen."

Proceed with the rest of your program. Use posters to explain safety rules. Ask a railroad official and policeman to give short talks. Get *Look, Listen and Live*, a film obtainable from the Union Pacific Railroad Company, Superintendent of Safety, Omaha 2, Nebraska.

Bulletins

42 schools get driver education grants . . .

Some 42 colleges and universities will receive grants to train high school driver education teachers this year, according to Calvin Fentress, Jr., president of Allstate Insurance Company. The grants will total more than \$100,000.

This is an addition of nine schools to the 33 which received grants in 1956, which will mean an all-time high for young drivers receiving instruction from teachers helped by the Foundation.

Since 1953, when the first Allstate grants were made, college courses aided by the Allstate Foundation have produced more than 4,000 teachers, who have instructed upwards of 465,000 high school students in the proper skills and attitudes of safe driving, Mr. Fentress said. Of the 4,000 teachers, 2,717 received Foundation scholarships to attend the courses.

traffic tickets for children . . .

Public safety officers in Oak Park, Michigan, are giving traffic tickets to children in an effort to bring down the total of accidents involving the younger generation.

The plan, according to the International City Managers Association, calls for giving the tickets to children observed violating safety regulations. A total of 115 tickets was issued in one month for such offenses as jaywalking, running from between parked cars, playing ball in the street and riding bicycles across busy intersections.

A child receiving a ticket must have it signed by his parents and mailed to the police department.

Oak Park reports that the plan has already brought about a substantial reduction in traffic accidents involving children.

children saved in gas explosion . . .

A third grade teacher who reported the odor of gas to her principal saved the lives of all the children and teachers in a grade school

at Southmayd, Texas. A fire drill alarm was sounded immediately, and all pupils and teachers in the building got out. But a custodian and a high school student, who went in later to hunt for the leak, weren't so lucky, reports the *Fire News* of the National Fire Protection Association. When they got to the second floor, a gas explosion rocked the building, killing them both.

Cause of the explosion was traced to last summer, when a gas-fired range and a water heater had been removed from the second story of the school. The shut-off valve on the outlet serving the range was also removed and the three-quarter-inch outlet left uncapped.

On the morning of the explosion, in order that gas heaters in the school could be lighted for the first time, the shut-off valve on the outside storage tank was turned on. When the tank valve was opened, gas escaped from the uncapped outlet in the second story.

training program for school bus drivers

A "Suggested Program for School Bus Drivers" has been formulated by N. O. Schneider, Ed.D., of the School and College Division of the New Jersey State Safety Council. Aim of the program: "to provide opportunities for school bus trainees to acquire, through organized procedure, the knowledges, skills, habits of action, and attitudes necessary for safe, competent and

(Continued on page 40)



Right: Ralph Coleman, young safety patrol, is awarded a certificate for being named the "Most Outstanding Safety Patrol" in Youngstown, Ohio. He was chosen from a group of safety patrols who were adjudged outstanding in their respective schools. From left: Mayor Frank Kryzan, Sgt. John Olejar of Youngstown's Juvenile Bureau, Ralph, Superintendent of Schools Fred Essig and Chief of Police Paul Cress.

Views and Reviews (*Continued from p. 25*)

would have to do it again. But we can avoid going home thinking everything is all right. We are going to:

- ▶ Have a talk with Bob later and see whether we can help him to have more insight.
- ▶ Make him see by the way we act afterwards that we do not dislike him simply because we had to stop this dangerous act.
- ▶ Arrange for all-around planning which may make a more reasonable being out of Bob and which may involve manipulation of home and other relationships.
- ▶ Or, in some cases, remove Bob to a group of children whose program does not include as advanced situations of free planning as that of the first group, which may be socially too mature for him. Which of these or other measures might be right will depend on Bob and his problem. What we want to point out here is that the necessity to do something on the spur of the moment which we know is wrong does not preclude our making up for such unavoidable mistakes by additional planning later.

In addition to being of specific help to those concerned with safety education, the above quotation is illustrative of the down-to-earth examples with which the work is filled and the many-sided analysis of these examples●

*By Vivian Weedon
Curriculum Consultant
School and College Division*

training program for school bus drivers

(*Continued from page 39*)

economical operation of school buses and the efficient functioning of the transportation services."

Areas covered in the suggested program of instruction are: understanding the job of school bus driver; personal characteristics of a good bus driver; a school bus driver's knowledge of sound driving practices; laws, rules and regulations applying to school bus operation; relationships and responsibilities of the driver to school officials; his relationships and responsibilities to pupils and parents, school bus patrols, fellow drivers and mechanics; understanding the effects of the driver's health and habits upon his work and upon those with whom he associates; keeping the school bus sanitary; correct procedures in case of breakdown, accident, or other emergency; and diagnosing mechanical troubles on the bus.

A Student Court Works to Re-inforce Education

(*Cont. from p. 23*)

Johnny appears in the court at a specified time. A small American flag stands on the table between Johnny and the student judge who is to try him. The flag reminds Johnny of his legal rights and obligations and the student judge of the sacred trust the school has invested in him to conduct a fair trial, to hear the evidence carefully and to make a fair decision.

Johnny, a young adolescent whose main concern at this stage in life is to be accepted by his own peer group, has a chance to tell his side of the story to a student who can see the situation from a student point of view. The student judge, by his friendly but serious manner, helps Johnny to see he is important to us and that we want him alive and safe, and how important it is for everybody to obey the traffic laws.

Johnny admits his guilt. The judge finds him guilty of breaking the law and turns the case over to the faculty sponsor, a person trained and experienced in guidance work.

Johnny now meets with the sponsor in as many conferences as the sponsor thinks necessary. Resource units on safety education are available for the conferences. The police safety education officer, the commission sponsor, and the parent may be invited to sit in on the conferences. Johnny and his mother meet these people in a friendly atmosphere that shows to what extent we are trying to help him change his attitude and to prevent him from getting hurt.

Does the Copernicus Student Court effectively eliminate unsafe practices? Not in itself alone, but as one of the three important organizations in the school, it contributes its part. The figures show this.

This year's statistical report shows 285 out of 586 Copernicus boys and girls of the seventh and eighth grades own and operate bicycles.

These figures have not varied much in the last five years. Only one student has been involved in an accident during that period. We consider this an excellent record because Hamtramck is an industrial city of 43,355 people occupying two square miles, and entirely surrounded by the city of Detroit●

For teacher's guides to Back the Attack Lesson Units, write the National Safety Council, 425 No. Michigan, Chicago, Ill.



Parents ~~WANT~~, *demand*
a WELL EQUIPPED
Safety Patrol . . .

That's where we can help . . .

Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

Second, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and cooperation.

Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather! . . .

Samples Submitted Upon Request Without Obligation

SAFETY PATROL EQUIPMENT CHECK LIST

Belts
Caps, Helmets
Badges
Arm Brassards
Emblems

Raincoats
Capes
Caution Flags
Merit Awards
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Corporal Digbys
Trafficones
School Warning Signs
Traffic Control Signs
Other Items

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WIN THIS AWARD for your school!

your school can gain national
recognition, and community
recommendation...and can combat a
major cause of accidents to children

SUPPORT THE NATIONAL CAMPAIGN FOR THE PREVENTION OF FALLS

...the nation-wide, year-long effort to reduce an injury cause that is second only to traffic accidents. Join with the business, industry and labor groups; the civic and social organizations, the other schools supporting and working for this worthy effort.

Send for your

FREE

Checklist For School Participation

showing you what your school can do to inaugurate and maintain a drive against falls and fall

causing hazards. The Checklist provides an outline for your school's participation in the campaign...participation which will qualify you for the National Safety Council's AWARD FOR COOPERATION, a handsome certificate which you can proudly display as a symbol of your school's part in this national safety effort.

Act now! Your plans must be made and your checklist submitted by April 30th. Fill out the coupon below for your FREE Checklist, and mail it in today.

To: Mr. Charles French, School and College Div., National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

Please send me _____ FREE copies of the Checklist for School Participation, which will show how my school(s) can support the National Campaign For The Prevention of Falls and qualify for the AWARD FOR COOPERATION.

NAME _____

TITLE _____

SCHOOL SYSTEM _____

P.O. # _____

